DOCUMENT RESUME

ED 204 778 CS 206 462

TITLE The Basic Study Skills Curriculum Guide for Grades 7-9.
INSTITUTION Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE 80
NOTE 207p.: For related documents see CS 206 461 and CS 206 463.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Classroom Techniques: *Content Area Reading: English Instruction: Junior High Schools: *Lesson Plans: Mathematics Instruction: Science Instruction: Sequential Approach: Social Studies: *Study Habits: *Study Skills: Teaching Guides: Units of Study

ABSTRACT

This guide has been designed for use in teaching study skills to junior high school students, grades seven through nine. It contains lessons developed and refined over a three-year period in the skills areas of listening, scheduling and task analysis, memory, notetaking, and using a textbook. Each skills area is developed in the context of a kindergarten through grade twelve developmental sequence and is the basis for developing lessons in the subject areas of English language arts, social studies, science, and mathematics. The lessons are offered in a standard format, identifying the skill, lesson, content area, instructional materials to be used, possible ways of pacing the lesson, awareness of habit status, student predisposition to change, direct teaching suggestions and techniques, practice to competence, and habit establishment and modification. Special features of the guide include a study skills calendar denoting a suggested order of skills presentation: a letter to students: a teacher information sheet delineating some key words, key ideas, and possible problems for each study skill: and lessons for each skill that have been developed directly from a study skills activity sequence. (RL)

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THE BASIC STUDY SKILLS

Curriculum Guide for Grades 7-9

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INTRODUCTION

Instruction in study skills has been recommended by educators since at least the turn of the century. Yet, little or no emphasis has been placed on them in the past decade. Students often wonder why many of their classmates consistently obtain higher grades than they do. One possible reason for this is their use of effective study skills.

The skills needed to enhance and refine learning of the upper levels are developed by students from the beginning of their first years in school and are presented through coordinated units of instruction. That is the purpose of this guide. Contained in its pages are a systemmatic plan and sets of activities for helping our students to guide and manage their own learning.

Knowing how to use the proper tools may determine whether students are successful or not. Furthermore, the ability to organize their time and skills effectively will help them in the future. So, let's prepare our students for the road to success!

TO THE TEACHER

This guide has been written to provide you with sample lessons for the study skills activities that are now a part of the county curriculum. These skills follow a logical sequence and increase in complexity from grade to grade.

The skills for each grade should be covered each year. If students are proficient in those skills, teachers should work with skills for the following year. If students need more background for a particular set of skills, teachers should work with the skills from the previous year. Neither the order of the skills nor the grade placement is an absolute given. Teachers should use their professional judgment in this matter.

SKILLS FEATURED

Skills featured are:

- Notetaking
- Listening-Auding
- Memory
- Scheduling and Task Analysis
- Using a Textbook

Lessons have been written for English/Language Arts, mathematics, social studies, and science. This was done to illustrate the use of study skills in these content areas. Teachers can and should adapt skills to other content areas. The content supervisor in each area has selected the skills for each content area.

SPECIAL FEATURES OF THIS GUIDE

At each grade level, you will find:

- a study skills calendar denoting a suggested order of skills presentation
- a Letter to Students
- a Teacher Information Sheet delineating some key words, key ideas, and possible problems for each study skill
- lessons for each skill listed in the Table of Contents developed directly from the Study Skills Activity Sequence (SSAS)

PLEASE DO THE FOLLOWING.

1. Overview the year's work at the beginning of the year.
2. Read the Letter to the Students orally with the class.
3. Review the Teacher Information Sheet before introducing the lessons.

4. Follow the "Sequence of Instructional Steps in Study Habit Modification" for at least the first ten lessons. (Please read it--it is the next section.)

5. At the end of the year, review the skills covered and preview next year's skills with students. Tell them to anticipate learning these new skills. You will find the comprehensive listing of skills, K-12, by grade level in the Table of Contents.

SEQUENCE OF INSTRUCTIONAL STEPS
IN
STUDY HABIT MODIFICATION

AWARENESS OF HABIT STATUS

Give students an opportunity to use the skill. Since every skill is in some stage of development during schooling, students' performances will show variations reflecting their unique states of training, style, ability, preference and proficiency. At this point, it is the teacher's task to direct students' attention to the key elements of their performance. Teachers should lead students in describing how they performed the task requiring the skill. Differences between student performances should be pointed out in a non-judgmental way, to heighten students' awareness of their own performances. Teachers should point out that a particular variation is neither good or bad nor better or worse than another unless it enhances or obstructs the success of its maker in meeting the purposes for doing the task. Teachers should lead students to question the value of each variation in terms of purposes. Ask them how easy it was to do the task. Ask them if they can think of any easier way. Students should answer those questions for themselves. Students might be asked to write a step by step description of how they performed the task, or to chart stages of a more complex task. This could be collected and saved for later.

PREDISPOSITION TO CHANGE

Tell students that they will be learning a new way of using the skill. Tell them that there are many intrinsic reasons for learning this new way: efficiency, more effective learning, longer retention, greater alertness, and increased enjoyment of learning. Tell them also of the many extrinsic reasons: that you want them to learn it, that it is a school requirement, that it will help them in school, that they did so well on the last skill that you just know that they will enjoy it; that if they do learn it you will cancel a homework assignment, or that you use it yourself. Also, ask students to tell you why they think they should learn the skill. Do your best to sell them on the idea that it is worthwhile to learn the skill. Be certain to do a thorough job--but quit while you are ahead. Move quickly into direct instruction when you have students at their motivational peak.

DIRECT TEACHING

Tell students what your version of the skill entails, in twenty-five words or less. Break it into steps for them and demonstrate for them what happens at each step. Then, over an extended period of time (a week, a month, or even longer), give them opportunities to master each step. Depending on the skill, the approach to instruction must vary.

Teach students each step in a uniform way. If they perform each step in an identical fashion, it will be easier to keep track of their progress, to check their work, to help them make corrections, and to bring them to an awareness of what they are doing.

When appropriate, teach students to master the steps according to one of the following sequences:

I. Cumulative

  A. Step One
  B. Steps One and Two
  C. Steps One, Two, and Three
  D. Steps One, Two, Three, and Four
  . . . . . and so on

II. Sequential

  A. Step One
  B. Step Two
  C. Step Three
  D. Steps One, Two, and Three

Use the sequence which makes the most sense in terms of the task and which leads students to the highest degree of comprehension of what they are doing. It is important to take plenty of time to ensure that mastery is obtained by students. On the other hand, expect students to progress at different rates. There is no requirement that all students be at the same stage at the same time. This is where individualizing of the instruction and attention to individual students really begins to pay off.

PRACTICE TO COMPETENCE

After learning all the steps of the skill and showing at least a moderate level of application, students should use the skill frequently in class as a tool to aid their learning. At this point, students should be using the skill as taught and without modification. After several opportunities for practice, teachers should judge whether students have mastered the skill. If they have, students should be moved to the next stage. If not, they should be given pointers or adjustments of work requirements to assist them in achieving mastery. Students will usually move into and out of this step at different rates.

HABIT ESTABLISHMENT AND MODIFICATION

At this stage, it is appropriate for students to make changes in the way they perform the skill. Teachers should tell them that these changes should have as their purpose increasing ease and efficiency in applying the skill. Teachers should at first monitor how students are modifying their acquisition of skill and then gradually cease direct attention to the skill. As monitoring is withdrawn, teachers should leave students with this message: "The skill is yours. Use it. Improve the ways you perform it. See what other ways you can find to use it."

SOME SPECIFIC POINTS ABOUT EACH STEP

1. Awareness of Habit Status

- Hands-on activity is important at this stage. Students cannot analyze their skill performance without it.
- All degrees of performance are acceptable as starting points during this stage. The important point is that students become aware of the elements of what they do, whether they contribute to effectiveness, and how much energy their performance requires.
- It is essential to actively engage the students at this stage.

2. Predisposition to Change

- Teachers must attempt to get students to want to try the skill. This can take the form of a direct appeal.
- Many students will feel that "their way" is already perfect. This is to be expected. Teachers should tell students that. They should also tell them that this sentiment often accompanies skill performances that could well be improved.
- Students should know that if a skill proves impossible for them, there are alternatives. They should also know that they are expected to give each skill their best efforts at mastery.

3. Direct Teaching

- Wall charts showing steps of the skill under consideration can give students a ready reference to use when they encounter problems.
- Students should evaluate their own success at each step. After all, it is their opinions that count. This will also help them in staying aware of where they are going in their learning.
- Teachers must keep records of student performance, beginning at this step. A "good-better-needs work" grading, coupled with brief anecdotal notes when necessary, is probably optimal. Records should also be briefly kept during the next two steps.
- Students must be told how to do each step. Teachers should feel free to give instructions in keeping with their own experiences and common sense. Teachers should feel perfectly free to change the pacing of instruction to suit individual students.
- With rare exceptions, students should attempt to perform the skill as taught at this, and during the practice stage. Students who want to alter the way they are asked to perform are many times attempting to avoid encountering tasks in which they need attention. Teachers must be alert to this possibility and avoid being manipulated into allowing deviations that protect and foster gaps in student learning. Often, the "creative" students are the ones who try to evade unpleasant work. Often this is false creativity.

4. Practice to Competence

- Students should know how much practice teachers will require them to do. They should know what will happen after that.
- Students must be told to see the teacher when they run into difficulties. They must be made to understand that they are responsible for their own learning.
- At this point, all students should be performing the skill in the same way.

5. Habit Establishment and Modification

- As in the awareness step, students should be led to assess the status of their skill use.
- Changes in the way students execute the skill should be made so as to conform with conscious purposes.
- Teachers should lead students to see interrelationships between skills and to seek additional applications and refinements of them.

It is hoped that your experiences with these skills is a successful one. The Office of the Comprehensive Reading Program is ready to support your efforts with appropriate inservice, should you require it. We also welcome your ideas, questions, suggestions, and sample lessons.

Jack N. Cole

Jack N. Cole, Ph.D.
Coordinating Supervisor
of Reading, 1980

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N = Notetaking

L = Listening-Auding

M = Memory

S = Scheduling and Task Analysis

T = Using a Textbook

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Grade	
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Grade	
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Grade	
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Grade

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T11	Learning to quickly survey a chapter SC
T12	Learning to take reading notes M, SC
T13	Learning to use Mathematics Q4R (Question, Read, Reflect, Recheck, Review) M

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Grade	
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N25	Comparing notes with test SS
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L17	Keeping a listening analysis sheet E, SC
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Grade	
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TEACHER INFORMATION SHEET

GRADE 7

General Content of Lessons at Grade Seven: The student is refining his/her knowledge of the study skills learned in the elementary grades and applying study skills directly to content materials.

REGARDING NOTETAKING:

Some Key Words:

- Running notes: important information that the student wishes to remember written in phrases, words, abbreviations or symbols in the middle column of the three column format.
- Key words: important words taken from the running notes and written in the left hand column (titles, key phrases, etc.)
- Summary: condensed restatement of highlights noted from the information, including main idea.
- Three column format: taking notes in three columns: key words, running notes, and summary (all defined above).

Some Key Ideas:

- Employing the three column format is an effective way to take notes.
- Students can predict test questions by using their key words, summary, and notes.
- Students can organize essay questions based on their summary and notes.

Possible Problems:

- Students may not have mastered the three column format notetaking system in the elementary years.
- Students may have learned the notetaking system, but have failed to use it effectively to meet their needs. Consequently, students should be made aware of the purposes of all notetaking assignments.

REGARDING LISTENING:

Some Key Words:

- Ten Commandments of Listening: suggested rules to follow while listening.
- Signal words: words that signal the sending of certain kinds of information.
- Flexibility: paying attention to the speaker's remarks even though he/she seems to be straying from the subject.
- Listening Skills Analysis Sheet: a checklist on which students evaluate their listening skills.

- FLICK Sheet: a listening guide for noting key concepts in a media presentation. Designed in a three column format, FLICK is an acronym for Film Listening Inventory for Concepts Key.

Some Key Ideas:

- Using signal words keeps ideas organized during a lecture in the content areas.
- Using a Listening Analysis Sheet can improve listening skills during a lecture.
- A student needs to be primed with categories that will structure his/her listening.
- Learning to listen helps the student assume his/her responsibility for learning.

Possible Problems:

- The Listening Analysis Sheet may not have been introduced in the elementary grades.
- Students may come with poor listening habits. Changing habits is very difficult.
- If the skills are not made purposeful to the students' immediate needs, they will not use them effectively.

REGARDING MEMORY:

Some Key Words:

- Pegword: a system whereby students remember information by using memorized specific visual images.
- Keyword: the most important word in the concept one is remembering.
- Mental image: the picture one sees in the mind when something is described.
- Chained memory: remembering steps by associating picture images linked together in the mind's eye.

Some Key Ideas:

- Students are able to develop their memories to an infinite degree.
- Memory is a skill that must be developed.
- There are many memory techniques. The pegword system is one that has been proven effective.
- A good memory is a matter of wanting to remember and working at it.
- Using a narrative-based memory system will employ interest and "fix" the learning in the students.
- A concept (formula) must be understood before being assigned for memory.
- The desire to remember is a "must".

Possible Problems:

- Students may initially resist using the pegword system. They will need lots of teacher encouragement and practice to see that it can be effective.

REGARDING SCHEDULING AND TASK ANALYSIS

Some Key Words:

- Scheduling: a listing of things to be done arranged in order of time or priorities.
- Task Analysis: separating a task into its various parts so it can be accomplished efficiently.

Some Key Ideas:

- Scheduling encourages students to be more aware of their time and how they may use it to do the things that really interest them.
- Task analysis encourages students to "think" before they "do", to "plan" before they "forge ahead."

Possible Problems:

- Students at this age are not generally used to planning their time.
- Students may initially resist using the scheduling sheets. They should be encouraged to learn that organizing time and analyzing tasks save time in the performance of the tasks and produce a better end result.

REGARDING USING THE TEXTBOOK

Some Key Words:

- Survey: a preview technique which involves flipping through a chapter or textbook, reading boldface headings and topic sentences, and looking at graphics.
- Question: a technique of having the students turn the section heading into a question before they read.
- Read: having the students read the section in order to find the answer to their question.
- Recite: having students verbalize or write the answer to their question in a complete sentence.
- Review: having the students pause for a minute or two at the end of the chapter to try to recall the content. Then, having the students look at the first heading, recall the question based on it, and recall the answer to the question.
- SQ3R - A systemmatic set of steps used to teach students to study textbooks: survey, question, read, recite and review (all defined above).

Some Key Ideas:

- Once students have learned to use the SQ3R technique, their abilities to use the textbook should improve greatly.
- Students need to practice SQ3R at least twice a month.
- SQ3R can easily be adapted to their own reading habits in all subject areas.

Possible Problems:

- If students do not practice the entire sequence of skills several times, they will experience great difficulty moving on to a maintenance schedule for the rest of the year.

SEVENTH GRADE LETTER TO THE STUDENTS

To do well in school during your junior high years, it is important that you develop efficient methods for studying. This year you will have assignemnts that involve a variety of materials. Good study skills will help you assimilate the materials effectively. Good study skills keep you organized so that you will be more successful in all your school tasks and have more time for extra-curricular activities.

You will be learning some helpful study techniques in five skill areas: Notetaking, Listening, Memory, Scheduling, Task Analysis, and Using the Textbook. You had practice using these skills in the elementary grades. This year, you'll be further developing and expanding these skills.

In sixth grade, you learned how to take notes using a three column method. In seventh grade, you will be reviewing the three column notetaking system and applying it to the content areas of science, math, and social studies. In addition, you will learn to use your three column notes to predict test questions. You will also learn to organize essay questions based on your summary and notes. These notetaking skills will help you earn higher grades.

You will continue to evaluate your own listening skills. Learning to listen will help you assume the responsibility for learning. The Ten Commandments of Good Listening will be reviewed. You will continue to keep a Listening Analysis Sheet just as you did in sixth grade, but you will expand the use of this listening sheet to lectures in your content subjects. You will also learn to listen more effectively to a lecture by recognizing "signal words" that every speaker uses. By using a Listening Guide known as the FLICK, you will learn how to listen more effectively to films in science and social studies. You will find that it is easier for you to learn when you know how to listen.

You will also be working on improving your memory this year. A good memory is a matter of wanting to remember and working hard at it. You will work on three memory skills. The first is using the pegword memory system for recalling concepts from a content text. The second is drawing pictures of concepts from a verbal description. The third is using a narrative-based memory strategy to recall math formulas.

Projects will be assigned to you by the week, or even by the month. You may feel that you have lots of time to complete these assignments, and you should, but only if you plan ahead. This year you will learn two skills in the area of Scheduling and Task Analysis. First, you will plan and keep track of a three-week project. Second, you will plan a week's work including all your assignments and activities.

You will be using a variety of textbooks this year, and you will be tested on your knowledge of the content in them. To help you master the content, you will review the SQ3R (Survey, Question, Read, Recite, Review) method. In addition, you will learn to skim to extract report information quickly and efficiently. You will also learn to survey a chapter in a math textbook.

By developing good Study Skills you will know HOW TO STUDY, so that you will LEARN MORE, and get BETTER GRADES! Now what could be better than that?

SKILL:

Notetaking

LESSON:

Taking notes in three-column format, predicting test questions from the keywords and summary (N30).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Page of running notes from Interaction of Man and the Biosphere, Rand McNally, pp. 78 and 79.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: Three subsequent periods
- HABIT ESTABLISHMENT: Throughout the year

AWARENESS:

Tell the students they will be tested on a chapter in their science text. Tell them to start preparing by studying the notes they took on the chapter. Give them 5 minutes to get started. After the five minute period, ask them what strategies they used for studying.

PREDISPOSITION:

Ask students if it would be easier if they had some of the test questions before the test. Lead them to realize they can use their notes from the textbook to develop these questions on thier own. STRESS that they have an advantage because they have previously taken running notes, extracted the key words, and written their summaries. Tell students notetaking makes it easier to study.

DIRECT TEACHING:

1. Provide an overview of the three column notetaking they used to take notes on the chapter.

2. Give students a sample set of running notes. Tell students they will use the notes to make studying for the test easier.

3. Read the summary together with the class. Have students review the information that was recorded.

4. Have students look at key words to jog their memory where they might find gaps. Read the running notes together. Stress that reading these notes is aiding them in recalling forgotten information.

5. Lead the students in developing questions based on these notes. Guide them in developing possible questions.

6. Enter the questions on chalkboard or overhead as they are elicited. Instruct the students to copy the questions into their science notebooks.

7. Have students plan answers to the questions. (SEE EIGHTH GRADE PLAN FOR COMPARING THESE "MOCK" QUESTIONS TO AN ACTUAL TEST.)

PRACTICE:

In preparation for the next three tests, have students practice writing many types of questions using sample summary, notes, and key words.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Gradually assign small groups to write questions together from their summaries, notes, and key words.

2. Continue to make groups smaller until students are capable of proceeding on their own.

3. Assign independent practice writing "mock" questions.

4. Always have students answer the questions.

5. Suggest this technique as a study skill for taking tests in other content areas. USE EIGHTH GRADE PLAN FOR COMPARING THEIR STUDY "MOCK" QUESTIONS TO AN ACTUAL TEST.

John Doe

Notes of text (pp. 78-79)

Human Digestive System

Food Tube	Human digestive system= Food tube with opening at both ends - entrance (mouth) - exit (anus)
Function	Function - to break down food molecules
Parts	Major parts - mouth - esophagus - stomach - small intestine - large intestine - rectum
Secreting Organs	Organs that secrete fluids into digestive tube - liver - pancreas - gall bladder - cells that line small intestine
Pioneering 1800's	1822 - Beaumont - discovered technique to observe gastic digestion

Human digestive system is a complex system for getting food molecules broken down and on through cell membranes.

USE OF NOTETAKING

A. Take running notes. Extract key words as you go.

B. During pauses, extract key words.

C. After input session, complete key words, write summary and edit where necessary.

FOR STUDY

D. Read summary. Try to recall the information you recorded.

E. Look at the key words to jog your memory where you find gaps.

F. Look at the running notes to aid recall of forgotten information. Make up a question requiring the forgotten information. Then answer it.

SKILL:

Notetaking

LESSON:

Learning how to organize essay questions based upon summary and notes. (N 31)

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Article on "Stopping Distances", Notetaking Worksheet, Test

POSSIBLE PACING:

- AWARENESS: 2 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 30 minutes+
- PRACTICE: 30 minutes+
- HABIT ESTABLISHMENT AND MODIFICATION: On-going

AWARENESS:

The teacher introduces the concept of essay tests, as differentiated from short answer tests. What do you do when you write an essay test? How do you begin to answer the questions on an essay test?

PREDISPOSITION:

Teacher refers to wall chart (attached) showing different types of essay questions, and informs students, "It can be easier if you organize your answers. You can get more points by using an outline."

SKILL:

Notetaking

LESSON:

Taking notes in three-column format and predicting test questions from the key words and summary (N32).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Notes previously taken from lecture, discussion, reading, films.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: balance of period
- PRACTICE: 1 class period
- HABIT ESTABLISHMENT AND MODIFICATION: as tests come up

AWARENESS:

Tell students that tests are not developed at random but are an attempt by teachers to see if students know important points covered during instruction. Discuss with them how they go about preparing for a test. Ask what things they feel it is important to study and how they might use this information to help themselves prepare.

PREDISPOSITION:

Tell students that you will show students a way of preparing for tests based on the three-column notetaking format (or the way that they take notes in your class). Inform them that this method works well for all ways of taking notes and has been used for years by students in junior high, college, graduate school, and a variety of other settings. Tell them that this is one technique that they really should attempt to master.

DIRECT TEACHING:

1. Give students an opportunity to take notes in the three-column format. Refresh their memory if necessary (see Lesson N30).

2. Have each student write two broad essay questions "just like a teacher would" based on their summaries of the notes they have taken. Refer them to APPENDIX D of this guide for help in choosing the proper verb/key terms to use in their questions.

3. Have each student write a set of questions (fill-in, matching, true/false, and so on) in the format you normally use.

4. Give students a copy of the test you would prepare (essay short answer or other specified format) on the material from which they took notes. (Hint: The more correct questions they have predicted, the more likely they are to use the technique.)

5. Discuss the value of this technique in preparing for tests.

PRACTICE:

Have students repeat this exercise prior to the next several tests you give. Discuss results each time.

HABIT ESTABLISHMENT AND MODIFICATION:

Continuously urge your students to apply this technique in their other subjects. Offer them extra credit for this (if they show you both their predictions and test, both dated). Periodically remind them of this offer. It's a good thing to offer "borderline" students to get them "over the hump".

SKILL:

Notetaking

LESSON:

Learning how to organize essay questions based on summary and notes (N 33).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Wall Chart showing different kinds of essay test questions
Summary and Notes from Lesson 34

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 3 subsequent periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask the class how they would study differently if they knew they were going to be tested with essay questions rather than with questions requiring a short answer. Spend some time talking about the differences.

PREDISPOSITION:

Stress that students will be more successful with essay tests if they use their summaries and notes to predict essay questions. Ask for examples of words that indicate that the test requires an answer that is at least several sentences long.

DIRECT TEACHING: (List specific steps)

1. Explain each concept on the wall chart such as, "List, trace, compare, describe, etc."

2. Provide a sample summary and notes taken on a lesson or chapter they are currently studying. (Sample set attached to Lesson 34.)

3. Tell students they are going to use these notes to construct essay study questions.

4. Lead the students one step at a time in developing essay questions based on this summary and notes.

5. First, read the summary together with the class. Help the students recall the information that was recorded.

6. Read the notes together with the class. Stress that reading these notes is aiding them in recalling forgotten information.

7. Guide students in developing types of essay questions on the wall chart.

8. Elicit questions from students.

9. Enter questions on chalkboard or overhead projector. Instruct students to write the questions in their notebooks.

10. Have students plan answers to the questions. (SEE EIGHTH GRADE LESSON PLAN FOR COMPARING "MOCK" QUESTIONS TO AN ACTUAL TEST.)

11. Demonstrate the technique of organizing answers for various types of essay questions.

    For example, when the student is instructed to contrast he/she would draw two columns on his/her paper with the concepts he/she is to contrast written at the top of the columns. He/She would then list the dissimilarities, differences, or unlikenesses of each concept.

    For another example, when the student is instructed to list or enumerate, he/she is expected to present an itemized series or a tabulation. Such questions, they should recount, one by one, in concise form, the points required.

    For further reference, see Appendix D, "Common Key-Words Used in Essay Questions."

HABIT ESTABLISHMENT AND MODIFICATION:

1. Gradually assign small groups to write essay questions together from their summary and notes.

2. Continue to make groups smaller until students are capable of writing questions on their own.

3. Proceed to independent practice using their personal notes.

4. Suggest technique as a study skill for taking essay tests in all content areas.

5. Use eighth grade lesson for comparing students' study questions to the actual test.

WALL CHART FOR
TYPES OF TEST QUESTIONS

Short Answer Questions: Requires a one or two word answer

- Mark
- Choose
- Underline
- Fill in the blank
- Draw a circle around
- Match

Essay Questions: Requires an answer that requires several statements

- List
- Enumerate
- Contrast
- Describe
- Compare
- Explain
- Justify
- Summarize

SKILL:

Listening

LESSON:

Listening for signal words in a lecture (L 21).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Individual Scripts for Sample Lecture One: Listening for Signal Words
Individual Scripts for Sample Lecture Two: Necessity of Food

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 2 class periods
- PRACTICE: 3 class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask students how they know when a teacher is giving an example or starting a new idea in a lecture. Look for students to respond with answers such as, "He says, 'First, second,' " or "She says, 'For example.' "

PREDISPOSITION:

Explain that for students to listen more effectively, they need to recognize signals that the speaker uses. Stress that it will help them keep their ideas together. Stress the importance of taking notes efficiently.

DIRECT TEACHING: (List specific steps.)

1. Give the attached lecture on "Signal Words."

2. Emphasize that memorizing the signal words would be totally meaningless. Assure students that you will provide them with many opportunities for practice so that they may become effective and independent users of signals as connectives.

3. Distribute the lecture scripts. Tell students to pick out the signal words and circle them. Stress that this exercise will help them recognize signal words in print. (If students are less proficient readers, you might want to read the lecture to them, allowing them to circle the signal words.)

4. Tell students to listen for signal words as you present Sample Lesson Two: Necessity of Food. (This will provide practice using the skill with science content.)

5. Tell students to list the signal words they hear as you give the lecture.

6. Distribute Lecture Two scripts. Have students circle the signal words and compare them with their original list. (You might want to read the lecture a second time for less proficient reorders to circle the signal words as you read. Students will then compare with their original list.)

PRACTICE:

Provide all practice in relation to context or else the practice will be meaningless. Give three lectures on science content related to the topic you are presently studying. Have students practice using the signal words.

HABIT ESTABLISHMENT AND MODIFICATION:

After students have had several opportunities to use signal words, discuss how signal words organize their ideas better during a lecture. Throughout the year, discuss other signal words which are effective as connectives for meaning. Provide lessons which transfer this skill to reading.

SAMPLE LECTURE ONE

LISTENING FOR SIGNAL WORDS

Today we are going to talk about listening. We're going to discuss listening for signal words. Signal words have little or no meaning in themselves, but they signal the sending of certain kinds of messages. Signal words also help you in reading. Watching for signal words makes your reading clearer and faster. But, today, we are going to discuss how signal words help you listen better by holding your ideas together. In addition, listening for signal words will help you follow the Sixth Commandment of Good Listening, "Be Flexible." They will help you be flexible and yet stay organized at the same time.

There are many kinds of messages a speaker can send with signal words. We will discuss three kinds today: first, the sending of another equivalent idea; second, the descending order or ascending order of importance, and third, the summary or conclusion.

First, a speaker may signal the sending of another equivalent idea. This is done through signal words that say, "Go ahead. More of the same follows." For example, when the speaker says, "In addition," he or she is signaling the sending of support information. Other common "GO" signal words are moveover, furthermore, likewise, similarly, also, and at the same time.

Second, a speaker can signal the descending order or ascending order of importance. This is done through signal words that say, "This is how important this idea is." For example, a speaker may introduce an ascending idea with the signal "Most Importantly." Other signal words for ascending or descending order of importance are: less important, very important, least important, good, better, first, second, and thirds.

Third, a speaker may signal a conclusion or summary with a signal word that says, "Listen to the next point, and get prepared for a summary of conclusion. The speaker may indicate the conclusion or summary with signal words such as: in brief, in conclusion, as a result, finally, in summary, consequently, and thus.

In summary, the basic concept is that you will be a more active, organized listener if you listen for signal words. Expect signals and be alert when you receive them.

SAMPLE LECTURE TWO

NECESSITY OF FOOD

There are three important reasons why food is necessary to our body. First, it is food which causes our body to grow. For instance, our bones must grow and become strong. Therefore, we must eat foods which are rich in calcium. Also, our muscles must grow. For example, foods containing protein are responsible for the growth of muscles.

Second, food supplies the body with energy. For instance, energy is necessary for work and play. If we do not eat the proper foods, our bodies will become tired. Furthermore, we will find that we lack the energy we need to live an active life.

Third, if we want to enjoy good health, we must eat the foods which help the body fight disease. Foods containing vitamins help keep the body healthy. Therefore, if we eat these foods, our bodies will become stronger and we will find ourselves on the road to good health.

SKILL:

Listening

LESSON:

Using a listening guide with lectures and media presentations (L 22).

CONTENT:

Science, Social Studies

INSTRUCTIONAL MATERIALS:

FLICK Listening Guide
Films applicable to topic being studied that have been previewed by teacher for main concepts

POSSIBLE PACING:

- AWARENESS: will vary according to the length of film
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: class period
- PRACTICE: three class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Show students a film without giving them any purposes for listening. Instruct students not to take notes, but inform them they will be asked questions about the film. At the completion of the film, ask students several questions related to the main points of the film. Ask students what strategies they used in viewing the film for remembering what they saw and heard. Be looking for answers such as, "Looking for new ideas, etc."

PREDISPOSITION:

Ask students if it would have been easier if they had been given specific purposes to view the film. Stress that it is always advantageous to set purposes for viewing, just as it is for reading.

DIRECT TEACHING:

1. Provide students with their copy of the FLICK guide. Just for fun, talk about what a "flick" is. Tell students the word FLICK in this case is an acronym meaning Film Listening Inventory for Concept Keys.

2. Inform the students of the name of another film you have chosen for them to view. Direct the students to write the name of the film on their FLICK guide.

3. Direct the students to turn the title of the film into a question. Write the elicited question on the board or overhead projector of FLICK Guide. Have students write the question on their FLICK Guide.

4. Supply three main concepts for the students to listen for. Have students write these concepts on their FLICK Guide.

5. Explain that they are to view the film to find supporting facts for these three key concepts.

6. Have students view the film. Direct them not to take notes.

7. After viewing, have students fill in two or three supporting facts for each concept on their FLICK sheet.

8. Have students share the information in a class discussion.

9. Direct students to write a one sentence summarizing the film.

10. Have students complete answer to the question, "What was there about the film that was especially worth remembering?"

PRACTICE:

Follow the same procedure for three other films.

HABIT ESTABLISHMENT AND MODIFICATION:

Discuss how students are developing listening habits or modifying the technique for their own purposes. Use the same procedure while viewing filmstrips, slide-tapes, and other audiovisual presentations.

FLICK

FILM LISTENING INVENTORY FOR KEY CONCEPTS

Title of Film: ______________________________

Question Generated from the Title

KEY	THINGS TO LISTEN FOR	SUMMARY				
	1.					SUMMARY
	2.					
	3.					
	4.					

What was there about this film that was especially worth remembering?

SKILL:

Listening

LESSON:

Using a listening analysis sheet with a lecture (L 23).

CONTENT:

Science or Social Studies

INSTRUCTIONAL MATERIALS:

Ten Commandments of Good Listening
Glossary of terms
Listening Analysis Sheet

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING 25 minutes
- PRACTICE: 3 subsequent periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Give the students a lecture on any topic you are presently studying. Tell students not to take notes, but to listen. Inform them that you will ask a few questions about the lecture. Ask a few questions after the lecture. Ask what strategies they used to listen to the lecture.

PREDISPOSITION:

Explain that there is a simple tool to help students listen more effectively. Some of the students, hopefully, will remember the Listening Analysis Sheet from Grade Six. Explain how it will help them use the Ten Commandments for Good Listening.

DIRECT TEACHING:

1. Distribute copies of the Ten Commandments for Good Listening.

2. Discuss each commandment. Use the glossary of terms for explanation.

3. Have students relate personal experiences for each commandment.

4. Distribute Listening Analysis Sheet.

5. Explain that students are to evaluate the way they listened to the lecture.

6. Guide the students in checking their analysis sheet.

PRACTICE:

Give a lecture on a topic you are presently studying for three class periods. Remind students to be aware of their listening habits by reviewing the Ten Commandments of Good Listening. Have students complete the Listening Analysis Sheet.

HABIT ESTABLISHMENT AND MODIFICATION:

Have students discuss what patterns in listening they are forming or modifying after the three practice sessions. Have students use the analysis sheet with other types of listeing materials (reports, films, etc.).

LISTENING SKILLS ANALYSIS SHEET

Name :

Speech

1. LOOK FOR SOMETHING INTERESTING: See if you can learn one new fact.

2. JUDGE CONTENT, NOT DELIVERY: Think about what is said, not the way it is said.

3. AVOID DISTRACTIONS:
   a. VOLUME: If you can't hear, let the speaker know.

   b. FROM OTHERS: Ask others to be quiet -- let them know you are listening.

4. HOLD YOUR FIRE: Don't comment until you've heard everything the speaker has to say.

5. SEEK NEW IDEAS: Try to learn something new.

6. BE FLEXIBLE: If the speaker gets "off the subject" try to listen to the talk anyway.

7. WORK HARD AT LISTENING: Look at the speaker, sit up straight.

8. EXERCISE YOUR MIND: Listen to something even if you don't understand it-- you may learn something new.

9. KEEP AN OPEN MIND: Even if you don't agree, listen to what the speaker has to say.

10. USE THE DIFFERENCE BETWEEN SPEECH RATE AND LISTENING RATE: Think ahead. Try to think what the speaker will say next. (Don't daydream.)

+ I was able to do this well all the time.

- I had a hard time doing this.

0 I did this some of the time.

TEN COMMANDMENTS OF GOOD LISTENING

1. Look for something interesting in what you need to listen to.
2. Judge what the person says and not the way he/she sounds.
3. Avoid distractions.
4. Hold your fire.
5. Write down ideas.
6. Be flexible. Be able to bend with what the teacher says.
7. You must work hard at listening.
8. Exercise your mind.
9. Keep an open mind.
10. Guess what will come next. Think ahead.

TEN COMMANDMENTS OF LISTENING

GLOSSARY

1. Look for something interesting. Establish a positive attitude. You can if you try finding something interesting. While listening has interesting facts you will be attentive.
2. Judge content and not delivery. You are not judging the speaker you are listening to what he/she is saying.
3. Avoid distractions - the speaker
    a. Volume - be sure you can hear. If you can't hear let the speaker know.
    b. From others - Ask others to be quiet.
4. Hold your fire - Make sure you have heard all of the facts before questioning the speaker. Let the speaker finish.
5. Seek new ideas - New ideas can be extracted from old facts.
6. Be flexible - Follow the pattern of the speaker, since all speakers do not use the same organization.
7. Work hard at listening - practice good listening posture. Remember listening is an active process. It is hard work.
8. Exercise your mind - "Tax your brain." Try listening even if the material is difficult.
9. Keep an open mind - Listen even though you don't agree with what the speaker is saying.
10. Use the difference between speech rate and listening rate. You can listen much faster than you can speak, therefore stay tuned in to the speaker. Don't let your mind wander.

SKILL:

Memory

LESSON:

Using the pegword memory system to recall concepts from a content text (M 24).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Ditto on pegword system
Text: Life Sciences, Rand-McNally, page 211

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: three class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Give students two minutes to memorize the names of the five human systems on page 211. Call time at the end of two minutes, have students close texts, and see how many they can recall. Ask students what system they used to remember them. Remind students it was introduced in the elementary school to recall vocabulary and directions.

PREDISPOSITION:

Explain the pegword system as an easy system for helping students remember things. Stress that it makes studying (and even life in general) easier, because it provides them with a way to remember things they will need to recall later. Stress that they can develop their memories to whatever degree they wish.

DIRECT TEACHING:

1. Distribute pegword ditto.

2. Discuss the pegword system from the ditto. Look for students unfamiliar with system. They may need sixth grade lesson. If necessary, refer to sixth grade lesson.

3. Demonstrate how students might have utilized the pegword system for remembering the body systems by helping them establish clues for each human system.

   a. Digestive System - Remind students that when they eat a bun, their bodies will digest it. Have students picture themselves eating a bun which will later be digested. They might even want to think of the bun being chemically broken down into digestive juices. 1. BUN

   b. Respiratory System - Ask students if anyone ever told them that they had put their foot in their mouth. Have students picture themselves swallowing their foot with their shoe on it, grasping for breath. 2. SHOE

   c. Endocrine System - Remind students that their endocrine glands make hormones. Hormones stimulate cells, tissues, and organs. Remind students that a tree is made up of cells. Have students picture one of the endocrine glands on the tree. They don't have to tell each other which one they are picturing. 3. TREE

   d. Circulatory System - Have students think of the door as a revolving door. Picture it going in a circle (i.e., circulating). 4. DOOR

   e. Nervous System - Have students see themselves near a beehive. Have them picture themselves getting very NERVOUS as the bees swarm around them. Tell students, "Picture a very nervous you!" 5. HIVE

4. After you have established these clues with students, have them recall the procedures again. Explain that the success they have with this task can easily be transferred to learning almost anything!

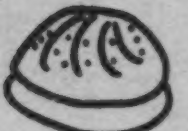
5. Assign the memorization of the digestive system using the same pegword technique.

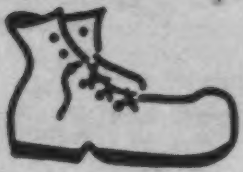
PRACTICE:

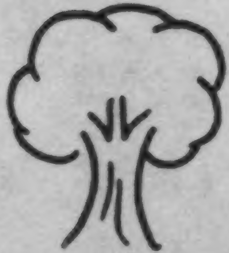
Have students use the same pegword system technique to learn the organs associated with each human system, the bones of the body, etc.

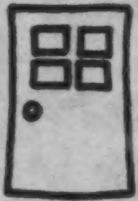
HABIT ESTABLISHMENT:

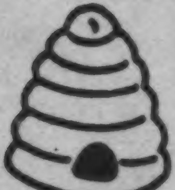
After practicing using the pegword system with science concepts, have the students discuss memory systems they are developing, using, or modifying. Assign the memorization of science concepts at least once a month. Suggest students try to remember something 10-15 minutes a day. Discuss frequently the ways students are finding to apply this system in the "real world."

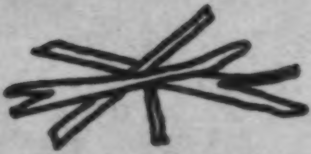
1. 

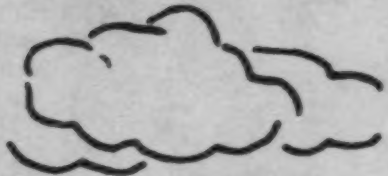
2. 

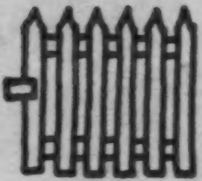
3. 

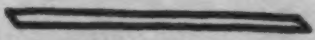
4. 

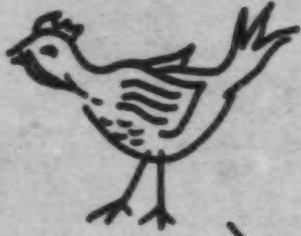
5. 

6. 

7. 

8. 

9. 

10. 

MEMORY JOGGERS

SKILL:

Memory

LESSON:

Drawing pictures of concepts from a verbal description (M 25).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Written copy of verbal description (See attached sheet)

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Describe an object in the room. Without naming the object you described, ask students to draw what you have described. Look over the drawings and then tell students what object you described.

PREDISPOSITION:

The next day or later the same period, check to see if students still remember the object you described earlier. Many students will think about what they drew and hopefully remember the name of the object. Explain that often mental images can help students to recall information.

DIRECT TEACHING:

1. Tell students that most of us are eye-minded; we remember best what we see. The more vivid the picture, the easier and longer we remember it. Have students suppose they have to remember that James McNeill Whistler was the artist who painted the famous portrait of the woman in the rocking chair. Ask how they would do it? Tell students to use a vivid mental picture. Have students dream up a vivid, even outrageous picture. Suggest they picture her kneeling in the chair, whistling and rocking. That would be hard to forget.*[1] Carman and Adams. Study Skills: A Student's Guide for Survival. John Wiley and Sons, p. 40.

2. Have students apply this technique to something they need to remember. Read the sample paragraph about "teeth", to the class. Ask students to try to form vivid mental images about the following kinds of teeth: canine, incisor, molar, wisdom, milk teeth.

3. If students need more help, work with them as a class to establish some examples for mental images. Suggestions for mental images accompany this lesson.

4. After students have illustrated their mental images, give them a quiz on the material to see what they can remember.

PRACTICE:

Read the class another descriptive paragraph. Ask students to make vivid mental images and illustrate them. Quiz students to see what they remember.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to continue using mental images to help them remember things they need to learn through the year. Discuss frequently the ways they are finding to use the system of drawing pictures to remember concepts they need in the "real world."

Oxenhorn, Joseph. Pathways to Science 2. Globe Book Company p. 35.

An adult human being has 32 teeth: 16 in the upper jaw, and 16 in lower jaw..... Some are pointed like a dog's teeth. These are canine teeth. Like fangs of a dog, they tear food. In the front are cutting teeth with edges like scissors. These are incisor teeth. Towards the back are the flat, grinding teeth called molars. When you were first born, you started with 20 milk teeth. The last teeth to grow in are the last molars. They grow in very late, at age 20 or later. No wander they are called wisdom teeth! However some people never grow wisdom teeth.

---

canine - dog with fangs

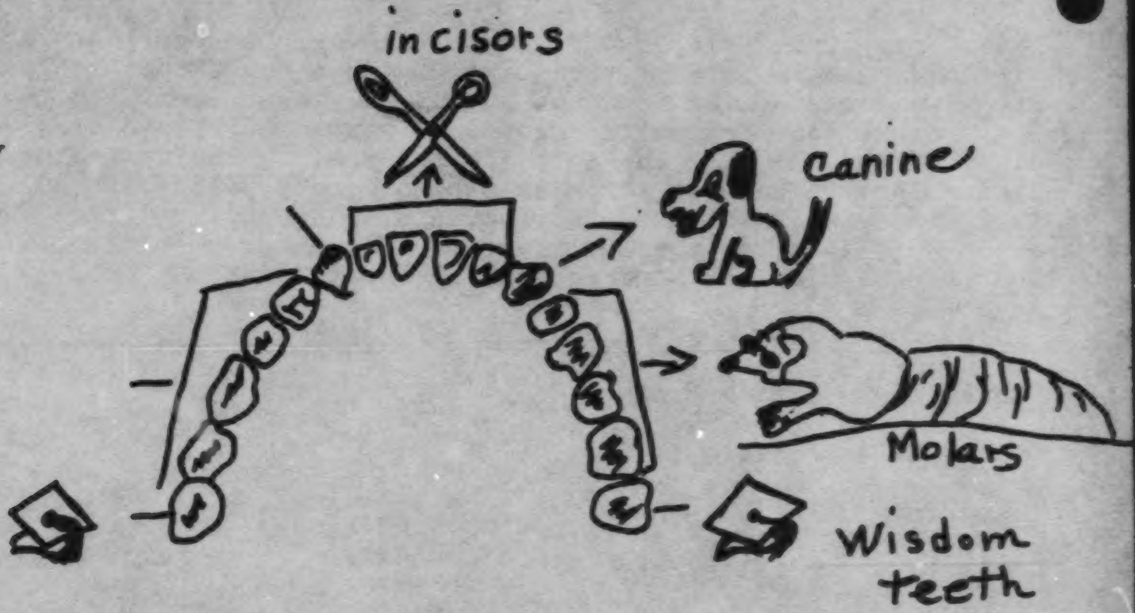
incisor - scissors

molars - mole

wisdom - graduation cap

milk - milk bottle

example of visual
imagery
to recall
facts


incisors
canine
Molars
Wisdom teeth

SKILL:

Memory

LESSON:

Using a narrative - based memory strategy to recall formulas (M 26).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Formulas from seventh grade skills curriculum

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: 3 fifteen minute sessions
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask students to write various formulas that they have studied during the year from memory. Ask them what memory systems they used for recalling them. Look for students to respond with techniques they have learned such as pegword system, chained imagery, etc.

PREDISPOSITION:

Remind students that one of the keys for remembering something is to be interested in it. Tell them that by using a narrative-based strategy to recall formulas will help them remember the formulas because their narrative will be interesting to them.

DIRECT TEACHING:

1. Tell students that a good memory is a matter of wanting to remember and working at it.

2. Stress that they should understand the formula, or any rule or principle before they try to memorize it.

3. Explain that by using the narrative-based strategy, they will be selecting their own narrative to remember it with. Hence, they should be interested.

4. Write a simple formula on the board that students are familiar with. For example: d=rt. Elicit a story from the students and write the story on the board. For example, "When I eat doughnuts, I get a rotten tummy.

5. Proceed to more complex formulas such as $P+\frac{a}{2}+100$. The narrative might be something like, "One day I was walking to a Halloween party and I remembered that I had forgotten to bring the apples we were going to bob for. So, I had to cross over 2 bridges to get back and pick up the 100 apples.

PRACTICE:

Assign three other formulas for the students to remember by using the narrative-based strategy. Examples:

xtab+c; P=2.1 + 2w; P=tn-e.

HABIT ESTABLISHMENT AND MODIFICATION:

Discuss often during the year that the students are establishing a desire to remember. Discuss the strategies they are employing. Continually encourage students to memorize something in their daily life at least 5-10 minutes a day.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning and Keeping Track of a Three-Week Project (S 18).

CONTENT:

Science and Mathematics

INSTRUCTIONAL MATERIALS:

Exact wording of assignment
Blank schedules
Guide to Managing Your Time

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: 3 class periods
- PRACTICE: 3 weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Assign students a three week project on a topic of choice in a particular content area. Discuss with them strategies they need to plan to execute this project efficiently. Look for students to suggest using the "Task-Tackling" sheet used in Sixth Grade.

PREDISPOSITION:

Explain that there is a systematic way to organize that will save students time and ensure a better project. You're going to help them work "smarter" not "harder".

DIRECT TEACHING:

Planning Stage (Remainder of class period.)

1. Provide the exact wording of the assignment for the students.

2. Provide each student with a Task Tackling Analysis Sheet.

3. Have students write the exact wording of the assignment on the Task Tackling Sheet.

4. Direct students to list all the specific deeds which are needed to complete the assignment.

5. Have students number these tasks in the order of priority.

6. Have students list the place in which they estimate they will accomplish the task. Stress they take place into consideration in planning. Time is wasted making two trips to the library if the tasks can be completed in one trip.

7. Direct students to decide what resources they need to get the deeds accomplished (information, skills, materials, etc.). Have the students write it down.

Scheduling (Entire class period.)

1. Have students refer to the planning sheet they worked on during the last class.

2. Direct students to look at each of the specific deeds which are needed to complete the assignment and estimate the amount of time they will need to complete each task. Stress that they be generous with the time they estimate for these deeds. Have students write in the time needed.

3. If necessary, provide the students with another Task Tackling Sheet.

4. Have students list all the other tasks that they usually do, noting time and place.

5. Remind students to list times they eat, sleep and loaf. Refer to handout, "Guide to Managing Your Time" for further suggestions on management of time. (See Appendix .)

6. Provide students with three Weekly Assignment Scheduling Sheets.

7. Direct students to fit tasks into time slots that are most convenient for them.

8. Collect schedules to prepare for the next class discussion.

Execution (Entire class period.)

1. Discuss the good points you found in their schedules. Using "Guide to Managing Your Time" as a guide, give the students suggestions as to making their schedules more appropriate.

2. Pass back schedules.

3. Have students make any necessary changes.

4. Have students examine their commitment to do each task. Discuss ways to give themselves a needed commitment. Use suggested handout for ideas.

Evaluation (Daily)

1. Assign students to begin the tasks.
2. As students complete each task, have them write down how they know they have completed it (product).
3. Review the products daily.

Active Stage (Daily)

1. Evaluate daily with students to see if they are staying on schedule, evaluating, and examining their commitment, task by task.
2. Assist students in modifying their schedules accordingly.

PRACTICE:

Assign another three week project. Stress that not every task is big enough to be analyzed in the manner above, but the idea is always the same.

HABIT ESTABLISHMENT AND MODIFICATION:

Have students utilize the schedule of time management as they complete tasks in other content areas and in daily life.

8

SEVENTH GRADE TASK TACKLING

TASK DESCRIPTION ______________________________

____

PRIORITY ORDER	TIME NEEDED	SPECIFIC DEEDS WHICH ARE NEEDED TO COMPLETE THE ASSIGNMENT	PLACE	RESOURCES NEEDED	PRODUCT

69

WEEKLY ASSIGNMENT SCHEDULING SHEET

TIME		TIME USED	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Start	End								

1. Put in the non-school things you always have to do, like chores, eating, sleeping.
2. Put in the religious, social, and recreational things you have to do, like church and ball practice.
3. Figure out how much time you need to give each assignment ("task-tackling"): mathematics is every night and usually takes up to a half-hour; reading/language arts is the same as mathematics; reading assignments usually take up to a half-hour; the time for projects depends on the project.
4. List the things you like to do if you have time and fit them in around the things you have to do.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a week's work at the junior high/middle school level (S 19).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Task-Tackling sample schedule
Task-Tackling blank sheets
Weekly Assignment Scheduling Sheet - Blank

POSSIBLE PACING:

- AWARENESS: one week
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: 5 successive class periods
- PRACTICE: three weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask students if they ever wonder what happens to all their time. In order to help students become aware of time, have them keep a schedule of their school time. Include time for class changes, announcements, getting materials, and working.

PREDISPOSITION:

Explain that there is a systematic way to organize their time and that it is mainly a matter of habit pattern. Stress that it is not easy to change all habits, but they can learn to make better use of their time. Explain this systematic method is often referred to as "programming" your time.

DIRECT TEACHING:

First Day--Task Tackling

1. Review sample schedule which was introduced in sixth grade. Attached.

2. Distribute blank Task-Tackling sheets.

3. Provide students with science assignments you plan to give for the following week. Vary the type of assignment and due dates.

4. Discuss the amount of time needed for each assignment.

5. Have students complete the Task-Tackling sheet noting place to work as well as materials needed.

Second Day

1. Distribute another blank Task Tackling Sheet. Have students list all the tasks for which times are predetermined (i.e., piano lessons, football practice, etc.).

2. Discuss the amount of time needed for each one. Have students complete the amount of time needed (reminding them to be generous).

3. Direct students to complete the place they will complete each task.

4. Direct students to prioritize all these tasks.

5. Assign students to obtain assignments which will be given the following week from ALL their teachers. In addition, they are to list all other activities they plan for the following week.

6. Provide students with a Task Tackling Sheet for assignments and for "other activities."

Third Day

1. Have students complete the amount of time they feel will be generously sufficient for each task they have listed under homework assignment (#6 above).

2. Have students examine their commitment to each assignment. Discuss ways to give themselves a needed commitment (Use Guide for Managing Your Time.) for suggestions.

3. Have students prioritize their list of "other activities."

4. Have students complete "place" and "materials" on each Task Tackling Sheet.

Fourth Day

1. Have students review all their Task Tackling Sheets.

2. Guide students in transferring the task and time allotted to the assignment scheduling sheet.

3. Tell students they will begin following the schedule on Monday.

Fifth Day

1. Help students make any anticipated adjustments on their schedules.

2. Assign students to begin following the schedule on Monday.

The Following Week

1. During each class period, evaluate with the students to see if they are staying on schedule.

2. Have students re-examine their commitment for the following day.

3. Help students to modify the reamining days accordingly.

PRACTICE:

Have students complete a weekly schedule for three alternate weeks. The Task Tackling Sheet may be gradually eliminated.

HABIT ESTABLISHMENT AND MODIFICATION:

Once students have learned in detail the steps in programming their time and evaluating their use of it, they should adapt it to fit their "everyday life." Discuss frequently throughout the year the changes they are making in their management of time to fit their particular needs.

SEVENTH GRADE TASK TACKLING

TASK DESCRIPTION ____

____

PRIORITY ORDER	TIME NEEDED	SPECIFIC DEEDS WHICH ARE NEEDED TO COMPLETE THE ASSIGNMENT	PLACE	RESOURCES NEEDED	PRODUCT

WEEKLY ASSIGNMENT SCHEDULING SHEET

TIME		TIME							
Start	End	USED	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

1. Put in the non-school things you always have to do, like chores, eating, sleeping.
2. Put in the religious, social, and recreational things you have to do, like church and ball practice.
3. Figure out how much time you need to give each assignment ("task-tackling"): mathematics is every night and usually takes up to a half-hour; reading/language arts is the same as mathematics; reading assignments usually take up to a half-hour; the time for projects depends on the project.
4. List the things you like to do if you have time and fit them in around the things you have to do.

SKILL:

Using a Textbook

LESSON:

Reviewing the SQ3R (Survey, Question, Read, Recite, Review) method (T 19)

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Appropriate chapter assignment in science text
Appropriate teacher made test on the chapter
SQ3R Study Guide sheets

POSSIBLE PACING:

- AWARENESS: class period
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: steps 1-10 Remainder of period; steps 11-13, one class period
- PRACTICE: 3 class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Assign a chapter in a science text for study. Tell students they will be tested on the chapter in twenty to twenty-five minutes. Allow students to study the chapter in any way they choose. After the time period, give them a multiple-choice or short answer quiz on the chapter. Discuss the techniques they used to study the chapter. Look for students to use the SQ3R method taught in sixth grade.

PREDISPOSITION:

Go over results of yesterday's quiz with students. Explain that lots of students have their own approach for study. These approaches have been condensed into a formula SQ3R that they probably used in sixth grade. Stress that by using SQ3R they will get more from their study time. Stress that, in addition, they will find that quiz questions will seem familiar because the headings turned into questions are usually pinpointed in quizzes.

DIRECT TEACHING:

1. Tell students that it is necessary for them to remember the proper sequence of each step in the SQ3R.

2. Review the technique step by step with an appropriate chapter in the text.

3. Distribute the SQ3R Study Guide.

4. Direct students to Step 1 SURVEY by telling them to look over the headings in the chapter. Stress that they are doing this to see the main ideas that will be developed. Read the final summary paragraph teogether if there is one from this survey, elicit the core ideas around which the chapter is clustered.

5. Have students indicate the number of headings, sub-headings, etc., on their SQ3R Study Guide. Have them note the number of pages and estimated amount of time they will need to study the entire chapter.

6. Direct students to Step 2: QUESTION. Read the first heading together with the class. Elicit a question from this heading. Write it on the board. Have students write it on their SQ3R Study Guide Sheet. Stress that they are doing this to recall information already known. This will help them understand the section more quickly. Stress that the question will also make important points stand out at the same time that explanatory detail is recognized as such.

7. Direct students to move on to Step 3 READ. Have students read the section to answer the question they wrote in Step 2. Stress that they are reading to search for an answer to the question.

8. Elicit the answer from the students. Write it on the board.

9. Have students write the answer on their study guide.

10. Direct students to move on to Step 4 RECITE. Have them look away from their text and study guide to recite an answer to their question. Explain that if they can do this, they are ready to move on to the next section. If not, they need to study that section again. Suggest that they might jot down brief cue phrases in outline form to assist them.

11. Have students repeat these four steps on their own with each successive headed section.

12. Direct students to move on to Step 5 REVIEW. When most of the students are finished, have them look over their notes to get the main points. Have them check their memory of the content by reciting the major subpoints under each heading. You might suggest they cover up their notes and try to recall the main points.

13. Have students expose each major point and try to recall the subpoints under it.

PRACTICE:

Provide students with SQ3R study guides and have them repeat this procedure with three more chapters. Try using small groups or buddies at first if students appear to have difficulty using the SQ3R technique independently.

HABIT ESTABLISHMENT AND MODIFICATION:

Once students learn what the SQ3R steps are in detail, and how to use them, they can adapt them to fit their particular study needs. Discuss what modifications they are making throughout the year.

*****SURVEY*****QUESTION*****READ*****RECITE*****REVIEW*****

Your Name______________________Name of Chapter__________________

SQ3R STUDY GUIDE

1. SURVEY

a. Survey the chapter for a bird's eye overview. Check for the number of headings, sub-headings, pages, estimated time it will take to read. This should take 3-4 minutes.

b. Write the number of:
. headings_____
. sub-headings_____
. pages_____
. estimated time to read whole chapter_____

2. QUESTION

Make questions by inverting headings and sub-headings. Write down the questions. (Use the back of this sheet, if necessary.)

____

____

____

____

____

3. READ

a. Read the section to answer the question.

b. Answer the question.

____

____

____

4. RECITE

a. Try to answer the question you wrote above without looking at your answer.

b. The night before the test, read all the questions to see if you can answer them. Study the ones you missed. Do not reread the text.

5. REVIEW

Without looking at your notes, see if you can list the major points, and recall the sub-points under each.

SKILL:

Using a Textbook

LESSON:

Skimming a textbook to extract information for a report (T 20).

CONTENT:

Social Studies or Science

INSTRUCTIONAL MATERIALS:

Social Studies or Science textbooks, list of topics for students to choose from, checklist for surveying

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask students how would they go about eliminating textbooks or portions of textbooks not worth reading, thus saving time for a thorough examination of information they really need for a predisposition report. Explain that there is a learning-by-doing technique that can help students extract report information quickly. Stress that by using this technique, they can practice it as they use it. Stress it will save them time for more thorough reading of valuable materials necessary for the report. Emphasize that this will make notetaking easier because the topic headings touched on in skimming will serve as advance organizers. Future categories will serve as their topic headings for oganized notetaking.

DIRECT TEACHING:

1. Assign (or have each student choose a topic) for which they extract information for a theoretical ("mock") report.

2. Have students find out if there are appropriate pages in the textbook for their topic by skimming the preface, the table of contents, the index, and some of the summarizing paragraphs on sections.

3. Have students skim pages by directing them to read the headings and sub-headings. Explain that these headings and sub-headings are little summaries. Suggest that they might read a sentence or two under these headings. WATCH FOR STUDENTS "burrowing" into paragraphs.

4. Direct students to look for any paragraphs marked "SUMMARY." Explain that these should be read because that's where the author gathers together all the main ideas.

5. STRESS CONTINUALLY - "Keep asking yourself, is this the point I'm looking for?"

6. Direct students to let their eyes float over the rest of the material looking for information marked by clues such as italicized words, underlined words, and changes in type.

7. Explain that if the material is appropraite, the skimming should be used as preparation for thorough reading.

8. If material is not appropriate, indicate that students should eliminate it.

9. Continually stress that students are grasping the author's ideas more quickly and gaining a clearer view of the overall organization of the topic.

10. Explain that as students touch on the skimming, they will be able to devise their own topic-heading under which they can cluster their own notes later.

11. For each item checked and found to be appropriate, stress they would look more carefully at a later time at what the item has to offer if they were actually going to write it.

12. Last, see if there is a bibliography or list of books related to the topic. You may need additional information for your report. This will give you an idea of what else to read.

PRACTICE:

Have students skim various textbooks to determine if there is appropriate information to the topic to extract. Provide students with attached checklist to aid them in skimming the text on their own.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Assign an actual topic for an actual report.

2. Have students use the checklist.

3. Have students read and look more carefully at those items which have appropriate material to offer.

4. Have students combine the skimming of the chapters with the notetaking skills they have learned for making reports.

CHECKLIST FOR SURVEYING A TEXT FOR EXACTING INFORMATION

Directions: Check each step as you complete it.

_____ Preface

_____ Introduction

_____ Table of Contents

_____ Index

_____ Summarizing Paragraphs

_____ Headings, Sub-headings

_____ Visual Aids (observe pictures, italicized words, underlined words, changes in type)

_____ Bibliography

SKILL:

Using a Textbook

LESSON:

Learning to survey a chapter (T-21).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Appropriate mathematics chapter in text
Checklist for Surveying a Chapter

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: three 15 minute periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Assign students an appropriate chapter in mathematics. Ask students how they will go about setting a purpose and direction for studying the chapter. Ask students to skim through the chapter to find the core material. Look for students who start burrowing into material.

PREDISPOSITION:

Explain that there is a skill known as SURVEYING. Stress that by surveying students will discover the aids that the chapter offers. It will prepare them so that they will know what the material will be about. It will awaken their unconscious to things they may already know about the subject to be studied. It will give them an idea of the length of the material to be read, and an idea of the time needed to read the chapter. Stress that, most importantly, it will give them a purpose and direction for studying, and help them find the core ideas around which the material is clustered. Stress that if they really want to solve a problem, they CAN figure it out from the text.

DIRECT TEACHING:

1. Have students turn to the next chapter they are to study in their mathematics text.

2. Direct students to read the Chapter Title. Have students think about what the title means and that indicates what will be included in the chapter.

3. Direct students to glance over the headings in the chapter. Stress that by doing this they are seeing the core ideas around which the material is clustered. Explain they are like little summaries, providing key phrases which reveal the chapter's basic concepts.

4. If there is a summary paragraph, direct students to read it. Explain that a summary paragraph should always be read because that's where the author gathers together all the skills taught.

5. If there is no chapter summary, direct students to look at the chapter quiz at the end of the chapter. By studying the summary or chapter quiz they will learn what is considered most important to remember.

6. Direct students to let their eyes float over the rest of the chapter looking for information marked by clues. Such visual aids might be pictures, graphs, marginal notes, changes in types, examples in red print, etc. Give students five minutes to do this after stressing that an awareness of these aids will help them study the chapter more closely later.

7. Direct students to read the captions under the pictures, charts, graphs, and illustrations. Give students a few minutes to do this after stressing that this will help them put their minds into the right frame of reference.

8. Direct students to look at the glossary of new terms.

9. After the students have completed these surveying steps, elicit from them the core ideas around which the chapter is clustered.

10. Write these core ideas on the board stressing that this organization will help them organize their ideas as they study later.

PRACTICE:

Have the students survey the next three chapters before they are assigned for study. Use the attached checklist to help them remember the steps in surveying.

HABIT ESTABLISHMENT AND MODIFICATION:

Once students learn in detail what the steps of surveying are and how to use them, students should adapt them to fit their particular study needs. Discuss frequently throughout the year, the changes they are making to fit their particular study needs.

Stress that surveying a chapter in any content area would reap the same benefits.

Continue to stress that if students want to know how to solve a problem, they CAN figure it out from the text.

CHECKLIST FOR SURVEYING A CHAPTER

Directions: Place a check beside each item as you survey it in your text.

☐ 1. Chapter Title__________________________________
Write the Title here.

☐ 2. Headings and Sub-headings

☐ 3. Visual Aids (Pictures, graphs, italicized words, changes in type, examples in red, etc.)

☐ 4. Captions

☐ 5. Chapter Summary or Chapter Test

☐ 6. Glossary for New Words

STUDY SKILLS CALENDAR: GRADE EIGHT

SEPTEMBER

- Overview of Study Skills (Eighth Grade Letter to the Students)
- Review Listening Checklist
- Notebook Organization
- Notetaking: Taking notes in three-column format, predicting test questions from the keywords and summary (Science) N 30

OCTOBER

- Memory: Extending the use of the pegword memory system in content texts to a unit or more (Science) M 27

NOVEMBER

- Using a Textbook: Continued use of SQ3R (Survey, Question, Read, Recite, Review) and Math Q4R (Preview, Question, Read, Reflect, Rewrite, Review) (Science, Mathematics) T 24
- Notetaking: Notes in three-column format predicting test questions from key words and summary (Social Studies) N 32

DECEMBER

- Using a Textbook: Learning to recall information contained in headings, graphs and other format characteristics (Science, Mathematics) T 23

JANUARY

- Memory: Using the pegword memory/system to recall an essay (Social Studies and English) M 28

FEBRUARY

- Listening: Listening to oral interpretation for later critical reaction (Mathematics) L 24
- Memory: Using extended imagery to recall a body of content (Science) M 29
- Notetaking: Learning how to organize essay questions based on summary and notes (Social Studies) N 33

MARCH

- Scheduling and Task Analysis: Planning a hypothetical trip (Science) S 20
- Listening to Nature (Science) L 25

APRIL

- Listening: Listening to arguments for or against a position (Social Studies) L 26.

MAY

- Using a Textbook: Focusing on adjusting rate to suit purpose (Social Studies) T 22

JUNE

- Notetaking (N 35) Learning how to organize essay questions based on summary and notes (Science) N 31

TEACHER INFORMATION SHEET

EIGHTH GRADE

General Content of Lessons at this Grade: The student is refining his/her knowledge of the study skills and applying them to various content materials.

REGARDING NOTETAKING

Some Key Words

- Three-column format: Taking notes in three columns, key words, running notes and summary.

Some Key Ideas

- The three-column format is applied.
- Test questions are predicted from keywords and summary.
- Essay questions are organized based upon summary and notes.

Possible Problems

- Students may need to review earlier notetaking steps.

REGARDING LISTENING

Some Key Words

- Flexibility: Paying attention to the speaker's remarks even though he/she seems to be straying off the subject.

Some Key Ideas

- The Listening Skills Analysis Sheet is stressed.

Possible Problems

- Our bad habits are frequently reinforced. It is difficult to chart a new course.

REGARDING MEMORY

Some Key Words

- Pegword memory system: Using mental images to help remember keywords, ideas or steps in a series.

Some Key Ideas

- The abstract and concrete parts of the thinking process should complement/reinforce each other.

Possible Problems

- Students' insecurities about drawing or revealing themselves through original thought (imagination) may trouble them initially.

REGARDING SCHEDULING AND TASK ANALYSIS

Some Key Words

-

Some Key Ideas

- Planning ahead ensures success.

Possible Problems

- Ordering of priorities may be difficult.

REGARDING USING A TEXTBOOK

Some Key Words

- PQ4R: Preview, Question, Read, Reflect, Rewrite, Review.
- SQ3R: Survey, Question, Read, Recite, Review.

Some Key Ideas

- A carefully structured study technique will enhance academic success.

Possible Problems

- Advanced students may not wish to use the PQ4R technique, as they have very likely developed their own strategy.

EIGHTH GRADE LETTER TO STUDENTS

This year, the eighth grade students will cover five areas of Study Skills. The first area of eighth grade study skills is notetaking. Students will learn: a.) to take notes in the three-column format, predicting test questions from the key words and summary and, b.) how to organize essay questions based on the summary and notes.

Eighth graders will practice good Listening Skills by a.) listening to arguments for or against a position, b.) listening to nature, and c.) listening to oral interpretation for later critical reaction.

Three Memory Skills will be studied: a.) extending the use of the pegword memory system in content texts to a unit or more, b.) using the pegword memory system to recall an essay, and c.) using extended imagery to recall a body of content.

In the area of Scheduling and Task Analysis, students will plan a hypothetical trip.

The three eighth grade skills that practice Using a Textbook are a.) continuing the use of SQ3R (Survey, Question, Read, Recite, Review) and Math Q4R (Preview, Question, Read, Reflect, Rewrite, Review) in the contents of science and mathematics, b.) learning to recall information contained in headings, graphs, and other format characteristics, and c.) focusing on adjusting the rate to suit the purpose for reading.

SKILL:

Notetaking

LESSON:

Taking notes in three-column format, predicting test questions from the keywords and summary (N 30).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Page of running notes from Interaction of Man and the Biosphere, Rand McNally, pp. 78 and 79.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: three subsequent periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Tell the students they will be tested on a chapter in their science text. Tell them to start preparing by studying the notes they took on the chapter. Give students five minutes to get started. After the five minute period, ask them what strategies they used for studying.

PREDISPOSITION:

Ask students if it would be easier if they had some of the test questions before the test. Lead them to realize they can use their notes from the textbook to develop these questions on their own. STRESS that they have an advantage because they have previously taken running notes, extracted the key words, and written their summaries. Tell students notetaking makes it easier to study.

DIRECT TEACHING:

1. Provide an overview of the three column notetaking they used to take notes on the chapter.

2. Give students a sample set of running notes. Tell students they will use the notes to make studying for the test easier.

3. Read the summary together with the class. Have students review the information that was recorded.

4. Have students look at key words to jog their memory where they might find gaps. Read the running notes together. Stress that reading these notes is aiding them in recalling forgotten information.

5. Lead the students in developing questions based on these notes. Guide them in developing possible questions.

6. Enter the questions on chalkboard or overhead projector as they are elicited. Instruct the students to copy the questions into their science notebooks.

7. Have students plan answers to the questions. (SEE EIGHTH GRADE PLAN FOR COMPARING THESE "MOCK" QUESTIONS TO AN ACTUAL TEST.")

PRACTICE:

In preparation for the next three tests, have students practice writing many types of questions using sample summary, notes, and key words.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Gradually assign small groups to write questions together from their summaries, notes, and key words.

2. Continue to make groups smaller until students are capable of proceeding on their own.

3. Assign independent practice writing "mock" questions.

4. Always have students answer the questions.

5. Suggest this technique as a study skill for taking tests in other content areas. USE EIGHTH GRADE PLAN FOR COMPARING THEIR STUDY "MOCK" QUESTIONS TO AN ACTUAL TEST.

SKILL:

Notetaking

LESSON:

Learning how to organize essay questions based upon summary and notes. (N 31)

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Article on "Stopping Distances", Notetaking Worksheet, Test

POSSIBLE PACING:

- AWARENESS: 2 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 30 minutes+
- PRACTICE: 30 minutes+
- HABIT ESTABLISHMENT AND MODIFICATION: On-going

AWARENESS:

The teacher introduces the concept of essay tests, as differentiated from short answer tests. What do you do when you write an essay test? How do you begin to answer the questions on an essay test?

PREDISPOSITION:

Teacher refers to wall chart (attached) showing different types of essay questions, and informs students, "It can be easier if you organize your answers. You can get more points by using an outline."

SKILL:

Notetaking

LESSON:

Taking notes in three-column format and predicting test questions from the key words and summary (N32).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Notes previously taken from lecture, discussion, reading, films.

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: balance of period
- PRACTICE: 1 class period
- HABIT ESTABLISHMENT AND MODIFICATION: as tests come up

AWARENESS:

Tell students that tests are not developed at random but are an attempt by teachers to see if students know important points covered during instruction. Discuss with them how they go about preparing for a test. Ask what things they feel it is important to study and how they might use this information to help themselves prepare.

PREDISPOSITION:

Tell students that you will show students a way of preparing for tests based on the three-column notetaking format (or the way that they take notes in your class). Inform them that this method works well for all ways of taking notes and has been used for years by students in junior high, college, graduate school, and a variety of other settings. Tell them that this is one technique that they really should attempt to master.

DIRECT TEACHING:

1. Give students an opportunity to take notes in the three-column format. Refresh their memory if necessary (see Lesson N30).

2. Have each student write two broad essay questions "just like a teacher would" based on their summaries of the notes they have taken. Refer them to APPENDIX D of this guide for help in choosing the proper verb/key terms to use in their questions.

3. Have each student write a set of questions (fill-in, matching, true/false, and so on) in the format you normally use.

4. Give students a copy of the test you would prepare (essay short answer or other specified format) on the material from which they took notes. (Hint: The more correct questions they have predicted, the more likely they are to use the technique.)

5. Discuss the value of this technique in preparing for tests.

PRACTICE:

Have students repeat this exercise prior to the next several tests you give. Discuss results each time.

HABIT ESTABLISHMENT AND MODIFICATION:

Continuously urge your students to apply this technique in their other subjects. Offer them extra credit for this (if they show you both their predictions and test, both dated). Periodically remind them of this offer. It's a good thing to offer "borderline" students to get them "over the hump".

SKILL:

Notetaking

LESSON:

Learning how to organize essay questions based on summary and notes (N 33).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Wall Chart showing different kinds of essay test questions
Summary and Notes from Lesson 34

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 3 subsequent periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask the class how they would study differently if they knew they were going to be tested with essay questions rather than with questions requiring a short answer. Spend some time talking about the differences.

PREDISPOSITION:

Stress that students will be more successful with essay tests if they use their summaries and notes to predict essay questions. Ask for examples of words that indicate that the test requires an answer that is at least several sentences long.

DIRECT TEACHING: (List specific steps)

1. Explain each concept on the wall chart such as, "List, trace, compare, describe, etc."

2. Provide a sample summary and notes taken on a lesson or chapter they are currently studying. (Sample set attached to Lesson 34.)

3. Tell students they are going to use these notes to construct essay study questions.

4. Lead the students one step at a time in developing essay questions based on this summary and notes.

5. First, read the summary together with the class. Help the students recall the information that was recorded.

6. Read the notes together with the class. Stress that reading these notes is aiding them in recalling forgotten information.

7. Guide students in developing types of essay questions on the wall chart.

8. Elicit questions from students.

9. Enter questions on chalkboard or overhead projector. Instruct students to write the questions in their notebooks.

10. Have students plan answers to the questions. (SEE EIGHTH GRADE LESSON PLAN FOR COMPARING "MOCK" QUESTIONS TO AN ACTUAL TEST.)

11. Demonstrate the technique of organizing answers for various types of essay questions.

    For example, when the student is instructed to contrast he/she would draw two columns on his/her paper with the concepts he/she is to contrast written at the top of the columns. He/She would then list the dissimilarities, differences, or unlikenesses of each concept.

    For another example, when the student is instructed to list or enumerate, he/she is expected to present an itemized series or a tabulation. Such questions, they should recount, one by one, in concise form, the points required.

    For further reference, see Appendix D, "Common Key-Words Used in Essay Questions."

HABIT ESTABLISHMENT AND MODIFICATION:

1. Gradually assign small groups to write essay questions together from their summary and notes.

2. Continue to make groups smaller until students are capable of writing questions on their own.

3. Proceed to independent practice using their personal notes.

4. Suggest technique as a study skill for taking essay tests in all content areas.

5. Use eighth grade lesson for comparing students' study questions to the actual test.

NOTES OF TEXT (pp. 78-79)

Food Tube	Human digestive system= Food tube with opening at both ends -entrance (mouth) -exit (anus)
Function	Function - to break down food molecules
Parts	Major parts - mouth - esophagus - stomach - small intestine - large intestine - rectum
Secreting Organs	Organs that secrete fluids into digestive tube - liver - pancreas - gall bladder - cells that line small intestines
Pioneering 1800's	1822 - Beaumont - discovered technique to observe gastic digestion

Human digestive system is a complex system for getting food molecules broken down and on through cell membrane.

USE OF NOTETAKING...

A. TAKE RUNNING NOTES. EXTRACT KEY WORDS AS YOU GO.

B. DURING PAUSES, EXTRACT KEY WORDS.

C. AFTER INPUT SESSION, COMPLETE KEY WORDS, WRITE SUMMARY AND EDIT WHERE NECESSARY.

FOR STUDY...

D. READ SUMMARY. TRY TO RECALL THE INFORMATION YOU RECORDED.

E. LOOK AT THE KEY WORDS TO JOG YOUR MEMORY WHERE YOU FIND GAPS.

F. LOOK AT THE RUNNING NOTES TO AID RECALL OF FORGOTTEN INFORMATION. MAKE UP A QUESTION REQUIRING THE FORGOTTEN INFORMATION. THEN ANSWER IT.

SKILL:

Listening

LESSON:

Listening to oral interpretation for later critical reaction (L24).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Mathematics text/word problems

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 40 minutes
- PRACTICE: subsequent periods
- HABIT ESTABLISHMENT AND MODIFICATION: Throughout the year

AWARENESS;

Tell students that their success or failure at problem-solving almost always depends heavily on their ability to interpret problems correctly. Give two fairly good students a tough problem to read and to interpret. Have one leave the room while the other gives the class an interpretation of the problem and how it might be solved. Have the other student return and give an interpretation. Have the class compare and contrast these interpretations. Solve the problem according to each interpretation and compare the answers. Ask the class if they ever interpret the same problem different ways.

PREDISPOSITION:

Give the class a difficult problem. Have each student list the number of different interpretations that could be made of it. Discuss these, and then tell students that you are going to give them training in sharpening their powers of interpretations. Ask how many would like to be sharper. Tell those who do not respond positively that you'd like to ask them at the end if they've gained from the instruction. Tell them you'd like them to try.

DIRECT TEACHING:

1. Give each student a difficult problem to interpret. Let each student jot the interpretation, the work to solve the problem, and the answer (or estimate) on a slip of paper.

2. Have selected students or volunteers read their problems to the class. Then have them give their interpretation. If class members disagree, list the points of agreement/disagreement on the board. Generate the different solution strategies implied by the different points of view.

3. Have students solve the problems, comparing answers. Lead them in discussion to see which interpretation led to the correct answer. Have them state why. See if they can make any general statements about making interpretations.

PRACTICE:

Have students group themselves to practice this skill over three or four class periods, depending on how rapidly they progress. You might want to give them a number of word problems more advanced than their present levels of skill/knowledge, to see if they are aware of areas where they are in need of more.

HABIT ESTABLISHMENT AND MODIFICATION:

Return to this throughout the year, as tests and new topics of study occur. It is excellent preparation and a good lead-in technique.

SKILL:

Listening

LESSON:

Listening to nature (L25).

INSTRUCTIONAL MATERIALS:

Recording of environmental sounds such as Syntonics Research "Environments" series.

POSSIBLE PACING:

- AWARENESS: 2 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes--1 hour
- HABIT ESTABLISHMENT AND MODIFICATION: field trip

AWARENESS:

Ask students if they have every really listened to all the sounds around them. Can they recall all of the sounds they hear?

PREDISPOSITION:

Explore with students the pros and cons of acute powers of hearing. Tell them that this lesson will help them improve their awareness of useful and pleasurable sounds around them.

DIRECT TEACHING:

1. Play a portion of the recording while students listen to it.

2. On board, list all sounds students heard during the recording.

3. Repeat with successively more complex portions of the recording. Tell students to try to hear more and more different sounds each time. Continue to put them on board or to have students write them on worksheets.

PRACTICE:

1. Have students perform this activity from time to time by listening to sounds that normally occur in a classroom, a cafeteria, a media center or other environments.

HABIT ESTABLISHMENT AND MODIFICATION:

Students should practice listening from time to time in a variety of environments. They should attempt to sharpen their listening abilities and come to appreciate the potential beauty of the sounds in the environment.

SKILL:

Listening

LESSON:

Listening to arguments for or against a position (L 26).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Controversial Discussion Sheet (page 91)

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 30 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this technique in subsequent assignments.

AWARENESS:

Point out numerous controversial subjects that affect our lives. These may be taken from newspaper and magazine articles. Have students choose one of these controversial topics for future debate and essay test: ERA, Affirmative Action Quotas, Compulsory Education, non-co-ed schools, universal military service, women serving in the armed forces, and students smoking room in Junior-Senior High Schools.

PREDISPOSITION:

Have students write their pro-con arguments on their chosen topic. Set debate dates. Ask students how they organized their arguments. Tell students you have a Controversial Discussion Sheet that will help them to keep their arguments organized.

DIRECT TEACHING:

1. Show students how to write parallel statements involving comparison and contrast.

2. Explain the use of the words justify, analyze used in essay tests. Refer to Common Key Words Used in Essay Questions; Appendix D.

3. Distribute the Controversial Discussion Sheets (blank) to the class.

4. Tell students to keep this format in mind when they prepare their arguments because this is the organization that their audience is going to listen for.

PRACTICE:

1. Group students in teams or panels according to chosen topics.

2. Have listeners take notes on arguments and write them on the Controversial Discussion Sheet.

3. Have students summarize notes, using key essay words. (underlined)

HABIT ESTABLISHMENT AND MODIFICATION:

Have students use this technique in listening for comparison contrasts.

CONTROVERSIAL DISCUSSION SHEET

QUESTION: ______________________________

PRO	CON	EVALUATION

COMPARE: To examine or note similarities.

CONTRACT: To set in opposition in order to show or emphasize differences.

SUMMARIZE: Your arguments on the back of this sheet, using both compare and contrast format.

SKILL:

Memory

LESSON:

Extending the use of the pegword memory system in content texts to a unit or more (M 27).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Science text

POSSIBLE PACING:

- AWARENESS: 3 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this system for the remainder of the year.

AWARENESS:

Ask volunteers to review for the class the pegword memory system. Pass out copies of Memory Joggers sheet. If students do not recall it, tell them it's to help them train their memory.

PREDISPOSITION:

Give the students an assignment of one unit in their textbook to survey. Explain the pegword system and tell students why they're doing it.

DIRECT TEACHING:

1. Have the students list the headings in the unit.

2. Have students turn each heading into a question.

3. Have each student draw a pegword memory system to illustrate the main ideas covered in the unit.

4. Check the students' work to make sure that they understand the system.

PRACTICE:

1. Have the students study their own pegword illustrations and their outline of the unit.
2. Administer a test on the main areas covered in the unit.

HABIT ESTABLISHMENT AND MODIFICATION:

Post examples of pegword art on students class bulletin board. Encourage students to continue using this system in studying for subsequent tests.

SKILL:

Memory

LESSON:

Using the pegword memory system to recall an essay (M 28).

CONTENT:

Social Studies and English

INSTRUCTIONAL MATERIALS:

Assign an essay or inspirational poem (See page 95) from the students' text or use the material on page 96.

POSSIBLE PACING:

- AWARENESS: 20 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this system for the remainder of the year.

AWARENESS:

Ask the students to read the essay. Call for volunteers to tell what points they remember. Did one person remember all points? Ask if students would like to know how to have total recall of this essay.

PREDISPOSITION:

Remind the students of the pegword memory system and suggest that they can use it to remember the points in an essay.

DIRECT TEACHING:

1. Have the students reread the essay, taking notes of the important points.

2. Have the students make pegword illustrations of the points they have noted.

PRACTICE:

Administer a test on the main points in the essay.

HABIT ESTABLISHMENT AND MODIFICATION:

Students are encouraged to continue using this system in studying for subsequent tests.

FLYING TO FOREVER

As the cool green flow of spring wheat
Bent away from the helicopter
And its windy, full-throated roar,
It was clear that power and grace
May take many forms.
The wheat, from ages past, unstoppable,
Grew green each year. The helicopter,
Lifting more than ever a wheat - plant could,
Would rise no more without careful tending.

* * *

As the rocket launched from the concrete
Pad, the cheers of onlookers faded out;
As stars sprang into sight and
Moon into view,
It was clear what mind and will
Can do. No plant could grow so high.
But careful tending must go here as well.
Forever careful tending.

DIP AND DYE

Try your hand at designing bright fabrics. The technique to try: dip and dye! Put designs on a solid-color scarf, pillow case, shirt, or curtains, or create a banner or wall-hanging to decorate your room. Before dyeing fabric, practice-on paper-tissues. Use the three-ply (three-sheet) type.

You'll also need liquid food coloring; newspaper; paper towels; pans or aluminum pie tins to hold colors; rubber gloves to protect your hands.

First spread newspaper over your work area. Put coloring in pans or tins. (If your colors are too dark, dilute them with water.) Now follow the directions:

1. Fold up the tissue. The way you fold it creates the design, so experiment! Make fold patterns; dip them. See what happens!
2. Dip a folded corner in color. When enough color is absorbed, remove the paper. Dip in other colors at other spots.
3. When the design is complete, unfold the tissue carefully. Spread it on paper towels to dry. Study the design to see how it was made.
4. To make a banner, fold and dip one piece of tissue. Let it dry; peel the layers apart. Overlap and glue at edges.

To make a banner, separate a dyed tissue into its three identical sheets. Glue the end of one sheet to a narrow wooden rod, using rubber cement. Next, glue the second sheet to the free end of the attached sheet, overlapping only a tiny bit of the edges. Then add the third sheet the same way. Hang the rod with string.

After experimenting on tissue, plan a project on cloth. If it's to be an item that doesn't need washing (such as a wall-hanging), use the food coloring. But fabric dye gives the best results on clothing. It's sold in supermarkets and dime stores. If you use fabric dye, be sure to have an adult help you. Follow the directions on the package when preparing the dye. All the dyeing techniques described above work with this type of dye. Warning: any dyed article must be washed separately because the dye will run and color other fabrics.

Is dip and dye "your thing"? Use it to make some gifts! Dye a length of cotton fabric and sew something special with it - an apron, skirt, or beach jacket! Wrap your gift in dip-and dye tissue paper!

SKILL:

Memory

LESSON:

Using extended imagery to recall a body of content (M 29).

CONTENT:

Science

POSSIBLE PACING:

- AWARENESS: 3 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this system throughout the year.

AWARENESS:

Ask volunteers to explain (review for the class) the pegword memory system. Pass out copies of MEMORY JOGGERS sheet on page 103.

PREDISPOSITION:

Give the students the table of contents in their science textbook (or attachment) to study for a Table of Contents Pretest. Administer the test, making questions out of the headings. Have students exchange papers and correct for pretest score.

DIRECT TEACHING:

1. Have each student draw a pegword memory system to illustrate the ideas covered in the table of contents.

2. Check the students' work to make sure they remember the system.

3. Have the students study their own pegword illustrations and the table of contents.

PRACTICE:

1. Administer the Table of Contents Test. (See attachment.)

2. Have the students exchange tests and correct.

3. Compare pre and post-test scores.

HABIT ESTABLISHMENT AND MODIFICATION:

Post examples of Pegword Art on the class bulletin board. Encourage students to continue using this system in studying for subsequent tests.

FINDING NEW THINGS IN LIFE SCIENCE

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Microscopic Living Things in Ponds, Viruses, Yeasts, Molds and Other Tiny Forms of Life.

Chapter 2: Cells And Their Processes

The Cell, Cell Experiments to Perform, Multiplication, Cellular Division, Cell Chemistry.

Chapter 3: Chemicals Of Living Things

Molecules as Building Blocks, Vitamins, Sugars and Starches, Oils and Fats, Milk and Grain: Two key Edibles.

Chapter 4: Your Own Research

How to Perform a Controlled Experiment, Studying Growth, Experimenting with Chemicals, Observing Cells, Special Techniques and Equipment, Other Projects and Things You Can Investigate.

Chapter 5: Dangers to Human Cells

The Human Body's Chemical Problems, Poisons to Human Cells, Simple Organisms Which Cause Disease in Humans.

Chapter 6: Jobs And Learning To Increase Your Knowledge

THE BODY HUMAN

Chapter 1: The Body Human

Parts and Makeup of the Body.

Chapter 2: Eating And Breathing - Supplying The Body With Necessities

Gases and Respiration, Digestion, Breathing.

Chapter 3: The Body's Systems: Muscles, Circulation, Skeletal

The Muscular System, The Circulatory System, The Skeletal System.

Chapter 4: **On-going Processes That Keep Us Alive: Nervous, Reproductive And Excretory Systems**

The Nervous System, The Reproductive System, The Excretory System.

Chapter 5: **Your Own Research**

How to Perform a Controlled Experiment, Studying Growth, Experimenting with Chemicals, Observing Cells, Special Techniques and Equipment, Other Projects and Things You Can Investigate.

Name________________________

Pretest__________________
Test____________________

TABLE OF CONTENTS TEST

1. Name the two sections of Life Science covered in the Table of Contents.

    a.
    b.

2. List the six chapters included in the first unit of this book.

    a.
    b.
    c.
    d.
    e.
    f.

3. Describe the five subjects discussed in the second unit of this book.

    a.
    b.
    c.
    d.
    e.

4. What four topics are discussed in the chapter on the Microscope?

    a.
    b.
    c.
    d.

5. Write down the three systems that control and continue our bodies.

    a.
    b.
    c.

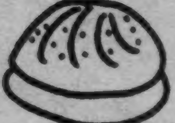
6. What two systems are described as the body's suppliers?
    a.
    b.

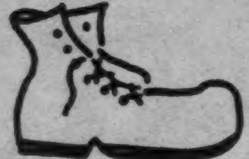
7. **What are the body's transporters?**

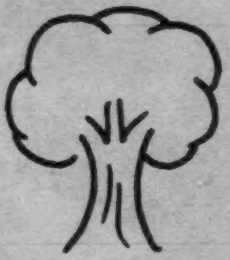
   a.
   b.
   c.

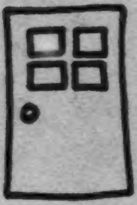
8. **What are some menaces to human cells described in the Table of Contents?**

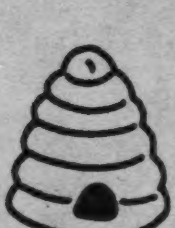
   a.
   b.
   c.

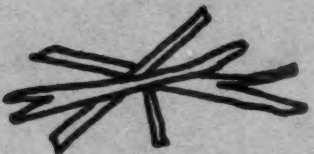
1. 

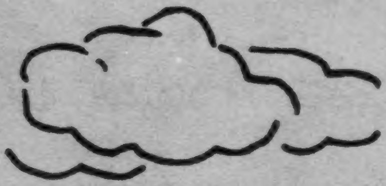
2. 

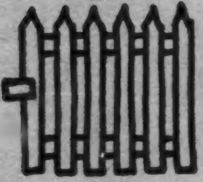
3. 

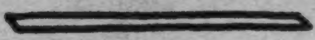
4. 

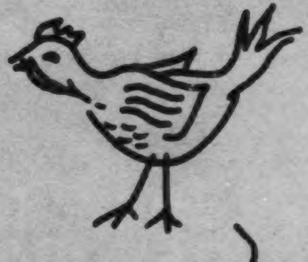
5. 

6. 

7. 

8. 

9. 

10. 

MEMORY JOGGERS

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a hypothetical trip (S 20).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Trip Checklist, atlas, brochures, train schedules, etc.

POSSIBLE PACING:

- AWARENESS: 30 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply the plan in carrying out subsequent projects.

AWARENESS:

Ask students to consider possible trips they would like to make. Have students submit a trip proposal (by end of period). Possible suggestions might be the Franklin Institute in Philadelphia, the Smithsonian Institute, the National Bureau of Standards, Andrews Air Force Base, Howard B. Owens Science Center, Naval Observatory, Aquarium.

PREDISPOSITION:

Ask students how can we be sure we will do all the things we want to do on a trip? We need to plan carefully.

DIRECT TEACHING:

1. Explain possible areas of consideration: size of group, cost, time available, value of trip, and climate.

2. Have students consider ways they might obtain this information.

3. Develop a checklist or outline of steps to take in preparing for a trip or distribute sample trip checklist and discuss.

4. Students fill in sample trip checklist (or their own).

5. Students may work on this activity in groups.

PRACTICE:

1. Have students write to chambers of commerce or call on travel agents for such information as bus, plane, train schedules, hotel brochures, and maps.
2. Have students check atlas for information about travel routes, climate, and elevation.
3. Have students submit a report, including: persons going (age, sex, number) destination, route, places of interest, cost (equipment, travel, meals, activities), physical description of areas visited, and justification - personal, educational, cultural.
4. Have students make audio-visual presentations of their trip to the class, using records, filmstrips, and bulletin board displays.

HABIT ESTABLISHMENT AND MODIFICATION:

Students may repeat this organizational process in planning for a field trip, report or experiment during the school year.

TRIP CHECKLIST

I. Participants

	Name	Age	Special Needs
a)			
b)			
c)			
d)			

II. Time available (dates)

____________________ to ____________________

III. Purpose: Educational Goals

____

IV. Location(s) or destination

____

V. Travel Plan (include cost)

Method____________________
Schedule____________________
____

Route: (include map)__________
____

VI. Accommodations

Type____________________________________
Cost____________________________________
Special facilities that you would use:________________
____

VII. Educational Activities.......

____________________ ____________________
____________________ ____________________

VIII. Special Equipment needed.......Cost

____________________ ____________________

IX. Total Cost of Trip

SKILL:

Using a Textbook

LESSON:

Focusing on adjusting rate to suit purpose (T 22).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Social Studies text

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this skill for the remainder of the year.

AWARENESS:

Have students examine various kinds of reading materials. Ask students to estimate how much time they would need to read and understand these different kinds of materials in ascending order of difficulty.

PREDISPOSITION:

Most Americans read at the same rate. This is a waste of time. We will learn how to get more out of our reading by varying the rate.

DIRECT TEACHING:

1. Distribute copies of the students' texts.

2. Point out the correlation between speed and reading purpose/material type.

3. Assign five different selections of material to read.

4. Discuss the necessity to plan study time according to the various types of material and purpose of the assignment.

5. Time students reading different materials.

PRACTICE:

1. Have the students read the various selections.
2. Note the type of material, the time it took them to read it and their purpose in reading it.
3. Assign comprehension questions.
4. Repeat this at least three times. Give assignments in the text. Read slow and then fast. Give time limits.

HABIT ESTABLISHMENT AND MODIFICATION:

Students will continue to be aware of the time that they need to assimilate various types of new materials.

SKILL:

Using a Textbook

LESSON:

Learning to recall information contained in headings, graphs and other format characteristics (T 23).

CONTENT:

Science, Mathematics

INSTRUCTIONAL MATERIALS:

Chapter titles aid, Science article (attached) or selection from class science or mathematics text

POSSIBLE PACING:

- AWARENESS: 3 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: use throughout the year

AWARENESS:

Tell the students to look through their textbook (or at the attachment) and discuss how they would prepare for a chapter test on one of the sections.

PREDISPOSITION:

Suggest that you have a way for the students to have an easier time doing homework and to get higher grades on their tests.

DIRECT TEACHING:

1. Pass out the chapter titles worksheet.

2. Turn to the textbook assignment (or attachment).

   a. Point out the boldface headings, diagrams, pictures, and italics.
   b. Discuss the specific information provided by each of these.

3. Remind students of the SQ3R study method.

4. Mention how the headings, etc. may be used to predict test questions.

PRACTICE:

1. Have the students take notes on the assigned reading, using the format on the Chapter Titles Aid.
2. Inform students they will have a test. They can prepare by studying their notes.
3. Administer a test on the assigned reading (see attached).
4. Have students repeat this lesson at least three times when they prepare for tests.

HABIT ESTABLISHMENT AND MODIFICATION:

Students continue to use this method when studying from their textbook.

EXPERIMENTATION WITH CONTROLS

Experiments with controls provides scientists with what is perhaps their single most valuable tool for learning about cells and their chemistries. The pages (4) following this one give you ideas and suggestions about experiments of this nature that you can do without help. This will help you to do two things: first, to learn more about cells and their chemistries; second, to learn about how scientists learn.

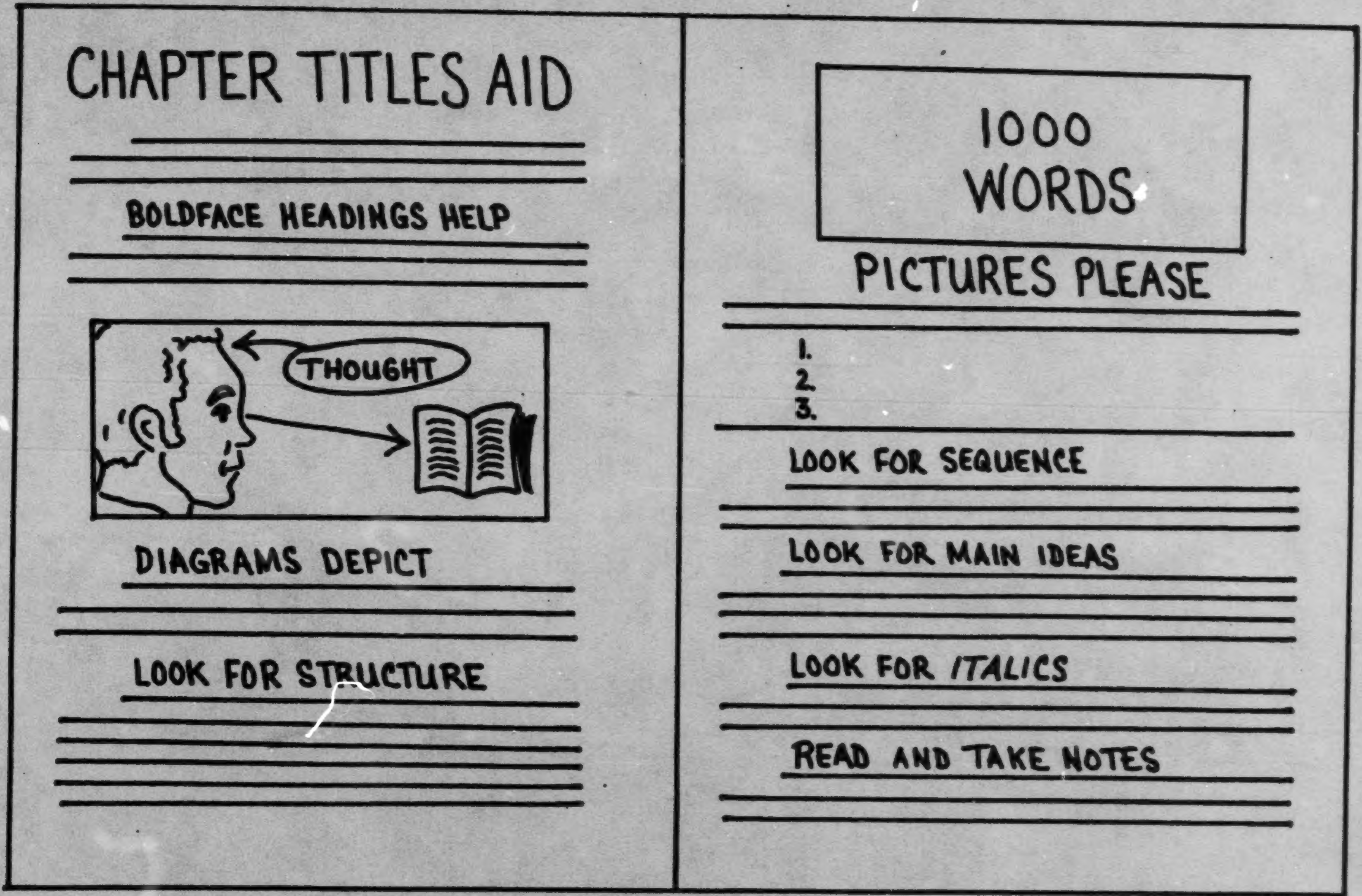
STEPS YOU MUST TAKE IN PERFORMING AN EXPERIMENT WITH CONTROLS. If a microbiologist were studying how much of an antibiotic drug it took to kill a certain disease-causing organism, it would probably be the case that a controlled experiment would be planned and conducted. The microbiologist would grow a certain number of the organisms, then add different amounts of the antibiotic and see how many of them were killed. The effect of each dose, and of several combinations of doses, would be studied.

Usually, an experimenter will change one factor at a time. Each factor is called a variable. In the experiment described above, this variable is the dose of antibiotic. In scientific terms, this is called the independent (manipulated) variable. Can you tell what is the independent variable in each experiment in the table below?

In these experiments, experimenters observe the effects of the independent variable on one other variable. In the experiment above, the other variable is whether the disease-causing organism survives the specific doses of the antibiotic or not. Because this might depend on the amount of the antibiotic, this variable is called the dependent variable. Can you name the dependent variable in each experiment in the table below?

When an experimenter plans an experiment so that all variables are controlled, this is known as a controlled experiment. In the experiments below, what variables should be controlled? Think hard, for sometimes subtle influences are operating.

PROBLEM	INDEPENDENT VARIABLE	DEPENDENT VARIABLE	VARIABLES TO BE CONTROLLED
Effect of light on photosynthesis	Light	growth	Amount of light
Degree of acidity on growth		growth	soil type
Relationship between chemical composition of soil and bacteria count	amount of different chemicals	bacteria count at end of study	initial bacteria count



MEANING CAN BE AN OPEN BOOK FOR STUDENTS

TEST

(Learning to recall information contained in headings, graphs, and other format characteristics.)

1. What is the single most useful strategy that students have for learning about cells and their chemistry?

2. Describe the steps involved in using the strategy mentioned above.

3. Define the following terms:

   a. manipulate
   b. variable
   c. dependent
   d. responding
   e. independent
   f. controlled

4. How would you use the scientific approach described in this article to test the effectiveness of bone meal as a chicken feed additive?

SKILL:

Using a Textbook

LESSON:

Continued use of SQ3R and Math Q4R (T 24).

CONTENT:

Science and Mathematics (Mathematics lesson follows.)

INSTRUCTIONAL MATERIALS:

Science textbook

POSSIBLE PACING:

- AWARENESS: 3 minutes
- PREDISPOSITION: 2 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: use for the remainder of the year.

AWARENESS:

Assign a chapter in the science textbook. Students will be tested at the end of the week. Ask students how they plan to prepare for it.

PREDISPOSITION:

Remind students of the SQ3R study method.

DIRECT TEACHING:

1. Survey the chapter three times.

    - First time for bird's eye overview: how many headings, sub-headings, pages and how long will it take to read. (3-4 minutes)

    - Second time for vocabulary to add to background of information; for help with later concentration.

    - Third time to make questions by inverting the verb. (Write down the questions.)

2. Read the writer's questions at the end of the chapter.

3. Recite

Read the selection silently, answering the questions (on previous page) in writing.

The night before the test, read the questions and answers three or four times. Do not reread the text.

4. Review

Read the chapter a second time. This moves the data which had been placed in short-term memory to the long-term memory system.

PRACTICE:

1. Have students apply the SQ3R system, using an assignment from their science textbooks.
2. Distribute the attached sheet and have the students fill it out as they study.
3. This stage should be repeated at least three times in class.

HABIT ESTABLISHMENT AND MODIFICATION:

Students will continue to use the SQ3R system in preparing subsequent assignments.

*****SURVEY*****QUESTION*****READ*****RECITE*****REVIEW*****

NAME ______________________________

SQ3R STUDY GUIDE

1. Survey the chapter two times:

   a. First, survey for a bird's eye overview. Check for the number of headings, subheadings, pages, estimated time it will take to read. This should take 3-4 minutes.

   Number of:

   . headings _____
   . subheadings _____
   . pages _____
   . estimated time to read whole chapter _____

   b. Second, survey for key vocabulary words. List and define them below. If you cannot define a word, read the chapter and try to define from context.

   ____
   ____
   ____
   ____

2. Question

   Make questions by inverting the headings and subheadings. Write down the questions. (Use the back of this sheet, if necessary.)

   ____
   ____
   ____
   ____
   ____
   ____

3. Read the writer's questions at the end of the chapter. Write those you have not anticipated (above) on the back of this sheet.

4. Recite

   a. Read the selection silently, answering the questions (above) in writing.

b. The night before the test, read the questions and see if you can answer them. Study the ones you missed. *Do not reread the text*.

5. Review

After you have read the selection silently, answering the questions (on pervious page) in writing, read the chapter a second time. (This comes between 3a and 3b.)

SKILL:

Using a Textbook

LESSON:

Continuing the use of Math Q4R* (Preview, Question, Read, Reflect, Rewrite, Review) (T 24).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Math Q4R outline sheet

POSSIBLE PACING:

- AWARENESS: 2 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: students will apply this technique for the remainder of the year.

AWARENESS:

Ask students to describe how they would solve a "reading problem" in a mathematics textbook.

PREDISPOSITION:

Review the Math Q4R system.

DIRECT TEACHING:

1. Preview: Have the students read the problem, obtaining a general idea of what it is about. The students write down next to the P-step on the outline all the unfamiliar phrases and words. The next step is to define the words and phrases within the context of the problem.

2. Question: The problem is reread, looking for what the problem is specifically asking. The actual question is then written on the sheet.

3. Read: The student is looking for the specific phrases and sentences related to the question of step 2. The actual words and phrases should be written down.

4. Reflect: The teacher now asks about the type of word problem they are handling: what relationships are they dealing with? Formulas and methods should be pointed out.

5. Rewrite: The student is ready to rewrite the numerical information of step 4 into a balanced equation.

6. Review: The student now solves the equation. The whole problem is reviewed to determine if everything makes sense in terms of the question in step 2.

PRACTICE:

1. Assign five word problems from the students' textbook.

2. Have the students apply the Math Q4R method while doing this work.

NOTE: Teachers will find that Math Q4R works best with average to below average students.

HABIT ESTABLISHMENT AND MODIFICATION:

Students continue to apply the Math Q4R method.

---

*Anthony Maffei: "Reading Analysis in Mathematics," Journal of Reading, April 1973.

MATH Q4R OUTLINE SHEET

1. Preview:

   a. First reading of problem.
   b. List unknown words and phrases for possible discussion:

      1) ______________________________
      2) ______________________________
      3) ______________________________
      4) ______________________________

2. Question:

   a. Second reading.
   b. Write direct question of problem:

      ____

3. Read:

   a. Third reading.
   b. List all word facts of problems in some logical order:

      1) ______________________________
      2) ______________________________
      3) ______________________________
      4) ______________________________
      5) ______________________________

4. Reflect:

   a. Fourth reading.
   b. What is x, the unknown quantity, representing?

      Let x = ______________________________

   c. Translate word facts into algebraic facts with the use of x:

      1) ______________________________
      2) ______________________________
      3) ______________________________
      4) ______________________________
      5) ______________________________

5. Rewrite:

   a. Rewrite algebraic facts in terms of a "balanced" equation and then solve for x:

6. Review:

   a. Substitute value of x in equation to check for true sentence:
   b. Does the problem make sense in terms of the question?

STUDY SKILLS CALENDAR: GRADE NINE

SEPTEMBER

- Ninth Grade Letter to the Students.
- Notetaking: Introduction to notetaking for high school (N 34) mathematics.
- Textbook: Reading quickly for main ideas, reading slower for details (T 26) mathematics, science.

OCTOBER

- Notetaking: Practicing with three-column notetaking system at least thirteen weeks (N 35) mathematics, science, and social studies.
- Memory: Using the pegword memory system to recall a homework assignment (M 30) science.

NOVEMBER

- Listening: Listening to science or reports given by students in science (L 27) science.
- Textbook: Using silent rate and flexibility in content areas (T 25) mathematics.

DECEMBER

- Listening: Listening to longer discourses (L 28) science.

JANUARY

- Listening: Listening to narratives (L 29) English.
- Scheduling and Task Analysis: Planning, scheduling and executing a research project in science (S 21) science.
- Scheduling and Task Analysis: Planning a cross country trip (S 22) social studies.

FEBRUARY

- Memory: Memorizing a poem a month (M 31) social studies or English.

MARCH

- Listening: Listening for bias, clarity and specificity in speech (L 30) science.

TEACHER INFORMATION SHEET

1. Three-column system:

    a. Column 1 is for key words. Key words are important words that summarize your running notes. Include titles and phrases.
    b. Column 2 is for running notes. The items students feel are important enough to remember and write down.
    c. Column 3 is for the summary of your key words and running notes.

1	2	3

2. Pegword system - see lesson on pegwords.

3. Locus system - assigning items to remember to specific places. For example: use the rooms in your house. Put one item in each room and then mentally walk from room to room to recall information.

4. Adjust reading rate to meet different purposes. For example: if you read for main ideas you can skim. If you read for details you must slow down. If you read for specific concepts you must often go back and reread carefully.

5. Listening Skills Analysis Sheet - a check sheet for students to use in evaluating their own listening habits.

6. Task Analysis - Breaking an activity down into manageable units.

7. Running notes - important information written in phrases, words, abbreviations, or symbols in the middle column of the three-column format.

8. Ten Commandments of Listening - 10 suggested rules to follow while listening.

9. Pegword System - a system whereby students remember information by using specific visual images.

10. Summary - brief written statements of the main ideas. Condensed restatement of noted information that includes the main idea.

11. Guide to Managing Your Time - a suggested plan involving Task Analysis, Scheduling, Execution Evaluation to help plan long range assignment.

12. Skimming - rapid reading to locate specific information and then reading at normal rate.

13. Flick Sheet - a listening guide for key concepts in media presentations designed in the three-column format.

Possible Problems

Students may lack background for such things as pegword system and three-column format. Make sure you do not spring vocabulary terms on students while teaching a lesson. Prepare them before you begin actual teaching.

NINTH GRADE LETTER TO THE STUDENTS

Since you will be going to high school next year it is extremely important that you have efficient methods for studying. This year we will be concentrating on five general areas; *Notetaking*, *Listening*, *Memory*, *Scheduling and Task Analysis*, *and Using a Textbook*.

Most of you have some practice in using these skills. Last year you might have used the three column format for taking notes and utilized these notes in organizing information for studying. Also you might have worked with a listening guide to improve your listening habits. Perhaps you will recognize the pegword memory system and the guide to managing your time. We will be building on the skills you already have and learning some new ones. You will find these skills helpful in your daily work habits.

In Notetaking we will use a *three column system* which includes: *key words*, *running notes* and *summary*. We will be using this system in different content areas such as mathematics, science, and social studies.

In the field of Listening, we will evaluate our own listening habits. We will learn how to be active listeners, how to listen to content in a more organized way.

In Memory, we will learn some techniques for memorizing and remembering things. We will use such devices as the *pegword* and *locus* memory systems.

In Scheduling and Task Analysis we will learn more effective ways for planning and executing long range assignments.

Since we have been using textbooks for about eight years we are familiar with many skills we need to use them effectively. We will broaden these skills and *concentrate on the specific skill of adjusting our reading rate to meet different purposes*.

I know these study skills will be very helpful to you as students. They will make your job in school easier and more meaningful.

SKILL:

Notetaking

LESSON:

Introduction to notetaking for high school (N 34).

CONTENT:

Mathematics

INSTRUCTIONAL MATERIALS:

Textbook and worksheets

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Discuss background information on the chapter you are beginning and ask students to take notes. Have students look at their notes after the lecture is complete. Ask what techniques they used in notetaking. Are students satisfied with their notes. Ask if anyone used the three-column system.

PREDISPOSITION:

Tell students that in high school, particularly in mathematics, an organized system will be needed for taking notes. Explain that they must be able to write down and organize material from lectures, films, reports and other situations. Suggest that the three-column system is a good method to use.

DIRECT TEACHING:

1. Discuss the three-column notetaking format (key words, running notes, summary).

2. Assign a specific chapter or a portion of a chapter for students to read and take notes from.

3. Assist students by reminding them of the kinds of things to include. For example, if the chapter was on charts and graphs they would look for types of charts and graphs. Use vocabulary such as: mode, mean, frequency, range, and median.

4. Distribute sample notes for students to use for comparison with their own notes.

PRACTICE:

1. Have students begin the assigned chapter by making notes in the three-column format.
2. Discuss their notes when they have finished. Ask for volunteers to read their summaries. Make sure they have picked out the important ideas and vocabulary.
3. Give this notetaking assignment three or four times.

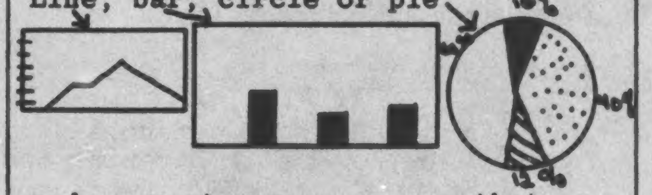
HABIT ESTABLISHMENT AND MODIFICATION:

This is a good time for students to set up a permanent mathematics notebook. Both textbook material and notes from the teacher can be kept in the three-column format. This could be used for excellent review material for quizzes and tests.

SAMPLE FOR NOTES ON CHARTS AND GRAPHS

NAME: ______________________

DATE: ______________________

KEY WORDS	RUNNING NOTES	SUMMARY
Purpose	Graphs and charts are used to show facts in a simplified way.	A great deal of information can be shown in a simple way on a chart or graph. There are several kinds of graphs: line, bar, circle or pie. It is very important to understand the vocabulary found on charts and graphs.
Types	Line, bar, circle or pie  	
Vocabulary	mode - most common or one that occurs most often. median - middle in a set of numbers. mean - average in a set of numbers range - tells how much the scores are spread out. frequency - a table that shows how many times each number occurs.	

SKILL:

Notetaking

LESSON:

Practicing with three-column notetaking system at least thirteen weeks (N 35). Refer to Lesson N 34, which may be adapted to any content area.

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Notebooks

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 3 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 30 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: thirteen weeks

AWARENESS:

Ask students to recall three-column notetaking method. Review keywords, running notes, summary, if necessary. Ask for examples of how this method helps to keep information from lectures or textbooks organized.

PREDISPOSITION:

Tell students that good notetaking is a habit, and just like a habit, it must be practiced so that it will become automatic. All notetaking from lectures and textbooks (when assigned) should be done in three-column method.

DIRECT TEACHING:

1. Tell students what you are teaching that day (introduce new lesson or continue present lesson).

2. Tell students to use three-column format to take notes on the lesson either from your lecture or from textbook assignment.

PRACTICE:

1. Students take notes from lesson (lecture or text).

HABIT ESTABLISHMENT AND MODIFICATION:

All notes from textbook material and from lectures should be kept in organized notebook.

SKILL:

Listening

LESSON:

Listening to speeches or reports given by students in Science (L 27).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Personal Listening Analysis Sheet and Glossary of terms.

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 25 minutes
- DIRECT TEACHING: 25 minutes
- PRACTICE: as many instances as there are reports
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year as appropriate

AWARENESS:

Assign science reports to students. Have the first student report given and tell students to listen. After the report ask students what they remember.

PREDISPOSITION:

Tell students that there is an organized way to listen which will be discussed. They will use a simple tool to help them listen.

DIRECT TEACHING:

1. Distribute Listening Analysis Sheet and Glossary of terms.
2. Discuss sheet carefully using the glossary of terms for explanation.
3. Tell students to be aware of their own listening habits while they listen to reports.
4. As soon as the report is finished have students check their Listening Analysis Sheet.
5. Students will find, by following the analysis sheet, they will become more active listeners and get a lot more information from reports. Encourage this awareness through discussion.

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6. Caution students that they are not evaluating the speakers but their own listening habits.

PRACTICE:

At the end of each report, allow students time to fill out their analysis sheets. Students should see what listening patterns they are forming. Are they improving their habits?

HABIT ESTABLISHMENT AND MODIFICATION:

Continue using the listening analysis sheet with other types of listening materials. Students should strive to improve their listening habits.

LISTENING SKILLS ANALYSIS SHEET

Name : ____________________ Speech

1. LOOK FOR SOMETHING INTERESTING: See if you can learn one new fact.

2. JUDGE CONTENT, NOT DELIVERY: Think about what is said, not the way it is said.

3. AVOID DISTRACTIONS:
   a. VOLUME: If you can't hear the speaker, let him know.
   b. FROM OTHERS: Ask others to be quiet -- let them know you are listening.

4. HOLD YOUR FIRE: Don't comment until you've heard everything the speaker has to say.

5. SEEK NEW IDEAS: Try to learn something new.

6. BE FLEXIBLE: If the speaker gets "off the subject" try to listen to him anyway.

7. WORK HARD AT LISTENING: Look at the speaker, sit up straight.

8. EXERCISE YOUR MIND: Listen to something even if you don't understand it-- you may
something new.

9. KEEP AN OPEN MIND: Even if you don't agree, listen to what the speaker has to say.

10. USE THE DIFFERENCE BETWEEN SPEECH RATE AND LISTENING RATE: Try to "think ahead" of the speaker. When the speaker isn't talking, try to
what he'll say next. (Don't daydream.)

■ I was able to do this well all the time.

☐ I had a hard time doing this.

◪ I did this some of the time.

TEN COMMANDMENTS OF LISTENING

GLOSSARY

1. Look for something interesting.

   Establish a positive attitude. You can if you try to find something interesting. While listening for interesting facts you will be attentive.

2. Judge content and not delivery.

   You are not judging the speaker, you are listening to what he/she is saying.

3. Avoid distraction.

   a. volume - Be sure you can hear the speaker. If you can't hear, let the speaker know.
   b. from others - ask others to be quiet when necessary. Be tactful at first.

4. Hold your fire.

   Make sure you have heard all of the facts before questioning the speaker. Let the speaker finish.

5. Seek new ideas.

   New ideas can be extracted from old facts.

6. Be flexible.

   Follow the pattern of the speaker, since all speakers do not use the same organization.

7. Work hard at listening.

   Practice good listening posture. Remember listening is an active process. It is hard work.

8. Exercise your mind.

   "Tax your brain." Try listening even if the material is difficult. Try listening to something you don't ordinarily listen to, like Face the Nation.

9. Keep an open mind.

   Listen even though you don't agree with what the speaker is saying. Why?

10. Use the difference between speech rate and listening rate.

    You can listen much faster than you can speak, therefore stay tuned in to the speaker. Don't let your mind wander. Predict, review, formulate questions for later.

SKILL:

Listening

LESSON:

Listening to longer discourses (L 28).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Science film, copy of "FLICK" sheet and Listening guide

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: several class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Show a film in science and ask students to summarize ideas presented in the film. Discuss techniques used by students to remember ideas.

PREDISPOSITION:

Tell students there are several things they can do to help remember what they have heard. They first should key in to better listening and also organizing material so it is more easily remembered.

DIRECT TEACHING:

1. The next day show another film, but before viewing, give students copies of the "FLICK" sheet and Listening guide. (See attached sheets.)

2. Discuss the use of both sheets with the students. Remind them they do not fill in either sheet during the film.

3. Make sure students are tuned in to active listening during the film.

4. Have students make notes on "FLICK" sheet as soon as film is over.

5. Have students fill out listening guide after "FLICK" sheet.

6. Call to students' attention that better listening habits probably result in better note taking.

7. Discuss the students' notes to make sure they have included important ideas and concepts.

8. Help students revise notes where necessary.

PRACTICE:

Make use of both the FLICK sheet and the listening guide for future film viewing by students.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to use the listening guide at least one time each week.

FLICK LISTENING GUIDE

TITLE OF FILM ______________________________

QUESTIONS GENERATED FROM THE TITLE ______________________________

____

____

KEY CONCEPTS	THINGS TO LISTEN FOR:	SUMMARY
		SUMMARY

What was there about this film that was especially worth remembering? ______________________________

____

____

____

THE LISTENING ANALYSIS SHEET

1. Look for something interesting.										
2. Judge content, not delivery.										
3. AVOID DISTRACTIONS: a. volume										
b. from others										
4. Hold your fire.										
5. Seek new ideas.										
6. Be flexible.										
7. Work hard at listening.										
8. Exercise your mind.										
9. Keep an open mind.										
10. Use the difference between speech rate and listening rate.										

COMMENT:

RATE YOUR LISTENING

☐ I was able to do this well all the time.

☐ I had a hard time doing this

☐ I did this some of the time.

SKILL:

Listening

LESSON:

Listening to Narratives (L 29).

CONTENT:

English

INSTRUCTIONAL MATERIALS:

Short story, or excerpt from novel
Listening Analysis Sheet
Narrative ditto

POSSIBLE PACING:

- AWARENESS: 25 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: several class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Read a short story or excerpt from a novel to students. Ask students for plot, characters, and theme. Discuss techniques used by students to remember the story.

PREDISPOSITION:

Tell students there are several things they can do to help remember what they have heard. The first should key in to better listening and also organizing material so it is more easily remembered.

DIRECT TEACHING:

1. Distribute Listening Analysis Sheet and discuss good listening habits.

2. Distribute NARRATIVE ditto and discuss plot, characterization and theme. Explain that this sheet is a skeleton outline and does not include details. Characters' names are listed. Only major plot incidents are listed. Themes should be written in one sentence. Explain that during the reading of the narrative, students should be active listeners and are not to complete dittoes.

3. Read story/passage from literature.

4. Students evaluate their listening habits and rate themselves. Keep this rating and use with other narratives.

5. Students now complete NARRATIVE dotto.

6. Discuss plot, characters, theme. Make sure students have included major characters, major incidents of plot and identified theme correctly.

7. Help students revise notes where necessary.

PRACTICE:

Make use of Listening Guide and Narratives sheet in follow-up lessons.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to use listening guide at least one time each week.

THE LISTENING ANALYSIS SHEET

1. Look for something interesting.										
2. Judge content, not delivery.										
3. AVOID DISTRACTIONS: a. volume										
b. from others										
4. Hold your fire.										
5. Seek new ideas.										
6. Be flexible.										
7. Work hard at listening.										
8. Exercise your mind.										
9. Keep an open mind.										
10. Use the difference between speech rate and listening rate.										

COMMENT:

RATE YOUR LISTENING

☐ I was able to do this well all the time.

☐ I had a hard time doing this

☐ I did this some of the time.

NARRATIVE

TITLE: ______________________ AUTHOR: ______________________

TYPE: Short Story ☐ Excerpt from Novel ☐

CHARACTERS (List Names)	PLOT (List major incidents happenings in correct sequences.)	THEME: (Write one sentence.)

SKILL:

Listening -- Auding Skill Activities

LESSON:

Listening for bias, for clarity, and for specificity in speech (L 30).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Newspaper editorials related to biology, Listening Skills Analysis Sheet, and Sample Bias Card

POSSIBLE PACING:

- AWARENESS: 5-10 minutes
- PREDISPOSITION: 5-10 minutes
- DIRECT TEACHING: 1 period
- PRACTICE: 1 or more class periods as needed
- HABIT ESTABLISHMENT AND MODIFICATION: #1--10 minutes #2--time varies

AWARENESS:

Read a biology related editorial aloud to students. Then ask students to write down the bias of the editorial and discuss their responses.

PREDISPOSITION:

Ask students, "Were you able to determine the point of view of the editorial? Together let's come up with a technique for listening for bias. How can this help you in the real world?" Discuss ads, political campaigns, and editorials.

DIRECT TEACHING:

1. Have students discuss the concept of "bias" and some of their own biases, for example: co-ed sports teams and the rating system for movies. Lead students to the definition of bias, i.e., an opinion formed before all the facts are known.

2. Review "Listening Skills Analysis Sheet." Ask students which items most closely related to listening for bias.

3. Read Editorial aloud first time. (Use an article from the newspaper.) Have students listen and then rate their listening on the "Listening Skills Analysis Sheet" just discussed. (Note to teacher: Step #3 may need to be used during initial teaching only.)

4. Explain to students that you will re-read the editorial while they listen for the particular bias which they will then fill in on the following 4 x 6 Bias Card: 4 x 6 card includes:

Title of editorial:______________ Source:____________
Date:______________
Bias:
Supporting Evidence
1.
2.
3.

5. Have students discuss the bias and the supporting evidence. See the following sample:

Sample Bias Card

Title "Endangered Species: The Pork-Barrel Factor
Source:
The Washington Post

Date:
July 11, 1978

Bias: Opponents of the Endangered Species Act are spreading false and misleading information. (Note to teacher: The bias will usually be found in the first sentence.)

Supporting Evidence:

1. The amendments would jepardize the survival of all endangered species (Example: snail darter and whooping crane).
2. Amendment to Section 7 will allow government to wipe out any endangered species that might hamper a federal project such as a new highway.

PRACTICE:

1. Have students bring in an editorial from a newspaper or magazine on a biology related topic.
2. Have students meet in groups.
3. Have groups select one or two of their editorials and determine the bias using the previously mentioned format.

4. Have students share their editorials with the class.

5. Have class determine bias of the editorial by filling in a Bias Card after they listen to the editorial.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Have students rotate the responsibility of bringing in a biology related editorial per week. Have class listen while a student reads the editorial and then follow above procedure for filling out Bias Card.

2. Have students listen to appropriate T.V. or radio editorials and complete Bias Card as above. Have students be responsible for completing one of these assignments each month.

SKILL:

Memory

LESSON:

Using the pegword memory system to recall a homework assignment (M 30).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Copy of pegword memory system

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 10 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Ask students if they have ever forgotten to do their homework. They really intended to do it, but forgot that they had homework in a specific subject.

PREDISPOSITION:

Ask the ways students have of remembering their homework. Do they write it down or prefer to remember it?

DIRECT TEACHING:

1. Distribute pegword memory system.
2. Explain and discuss the pegword memory system.
3. Assign homework for that night.

PRACTICE:

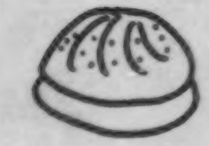
Establish clues with the class or let students make up their own.

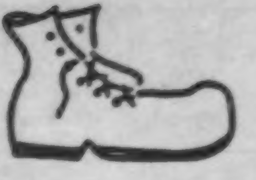
HABIT ESTABLISHMENT AND MODIFICATION:

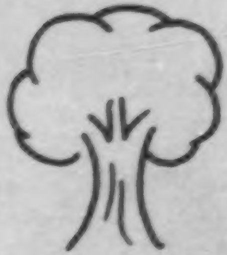
Use this pegword memory system for homework assignments throughout the year.

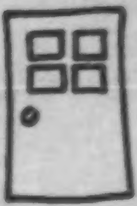
EXPLANATION OF THE PEGWORD MEMORY SYSTEM

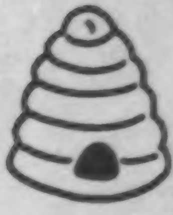
Have students refer to the illustrated pegword clues. Tell students that each clue word rhymes with the number. Example: one - bun, two - shoe, etc. Make sure students understand that their mental image does not have to correspond with the examples shown. It is preferable if students make their own mental images. The idea behind the pegword system is to memorize the ten key words and then associate one word or idea with each pegword. Then by going through the pegword the students can get a mental image of each item he/she must remember.

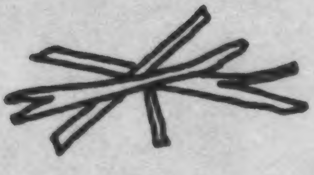
1. 

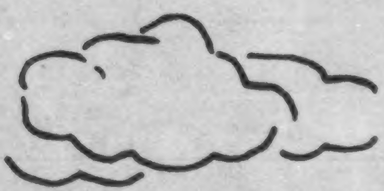
2. 

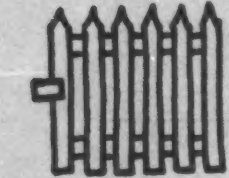
3. 

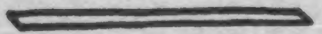
4. 

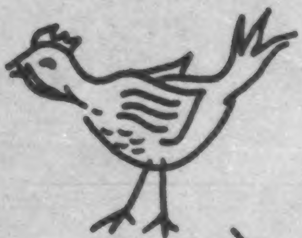
5. 

6. 

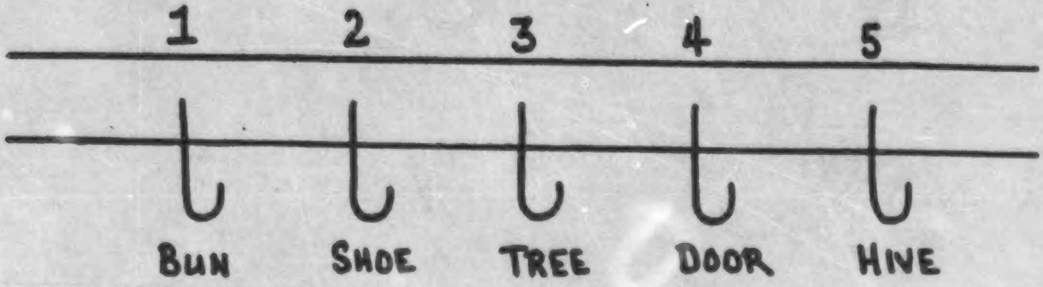
7. 

8. 

9. 

10. 

MEMORY JOGGERS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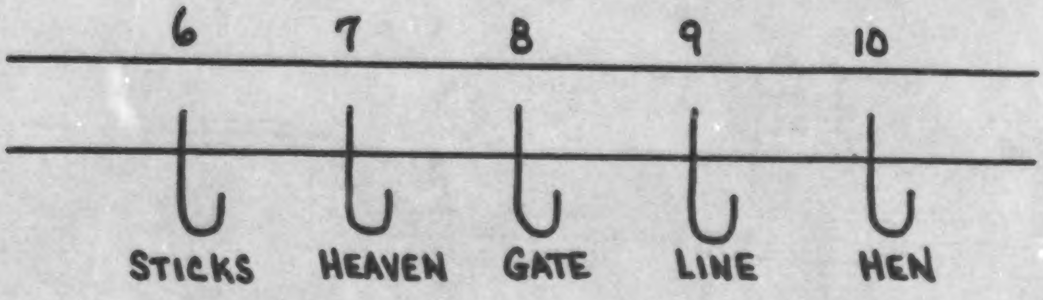
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MEMORY PEGS

SKILL:

Memory

LESSON:

Memorizing a poem a month (M 31).

CONTENT:

English or Social Studies

INSTRUCTIONAL MATERIALS:

Copy of pegword memory system and copy of poem

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 15 minutes
- PRACTICE: 25 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Orally give students a nonsense list of words to memorize. After five minutes see how many they have mastered.

PREDISPOSITION:

See what system students used to memorize or if they use a system at all.

DIRECT TEACHING:

Mention pegword memory system.

1. Discuss the pegword memory system.

2. Assign the poem for memorization.

3. Establish clues with the class or let students make up their own. (See attached ditto.)

PRACTICE:

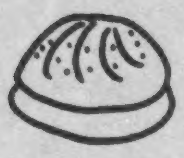
Every month have students memorize a poem using the pegword memory system.

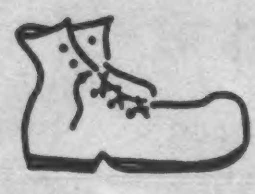
HABIT ESTABLISHMENT AND MODIFICATION:

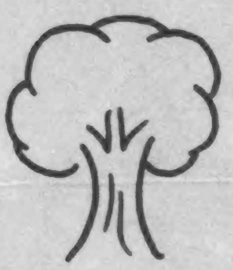
Use this pegword memory system with students for memory work.

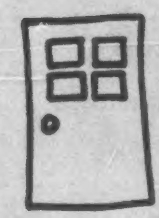
EXPLANATION OF THE PEGWORD MEMORY SYSTEM

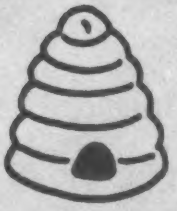
Have students refer to the illustrated pegword clues. Tell students that each clue word rhymes with the number. Example: one - bun, two - shoe, etc. Make sure students understand that their mental image does not have to correspond with the examples shown. It is preferable if students make their own mental images. The idea behind the pegword system is to memorize the ten key words and then associate one word or idea with each peg word. Then by going through the pegword the students can get a mental image of each item he/she must remember.

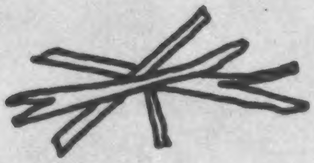
1. 

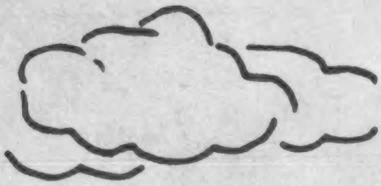
2. 

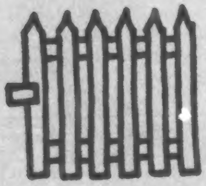
3. 

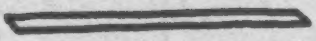
4. 

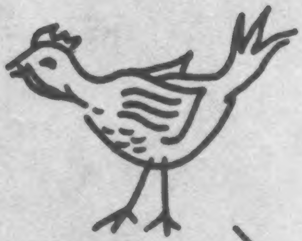
5. 

6. 

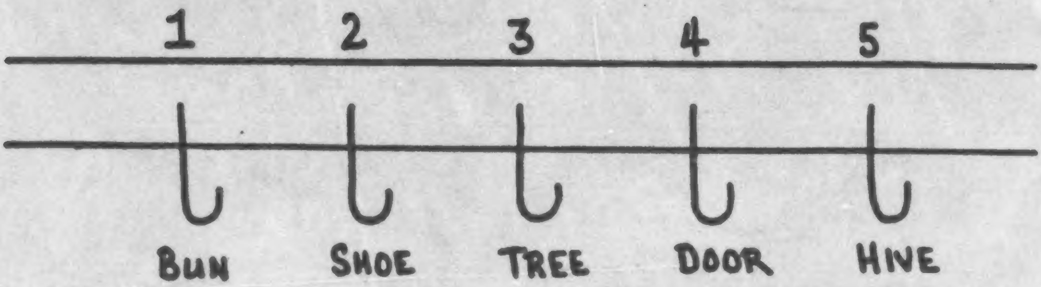
7. 

8. 

9. 

10. 

MEMORY JOGGERS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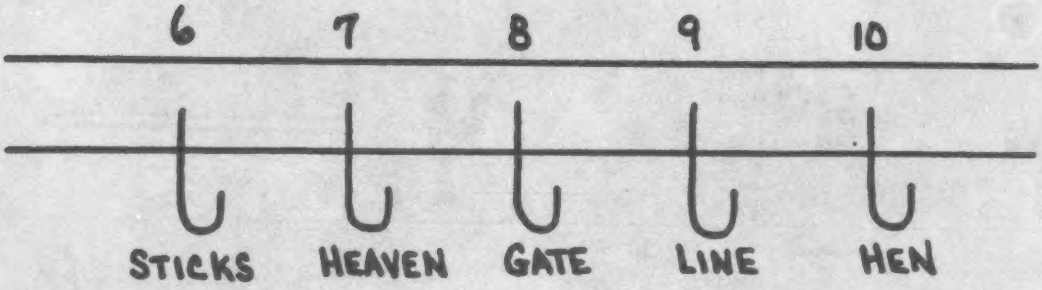
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MEMORY PEGS

FROM THE EASTERN SHORE TO BALTIMORE

When the green, green door of the big white car
is closed and locked, then we go far
from Snow Hill on the shore
And drive proudly through the streets of Baltimore.
Whatever sunlight gleams on the silver hood
Makes green-eyed drivers feel so good
And stop to lose the gleam
From sun in eye by waiting while the stream
Of light goes by -- we eat ice cream
And wait. Then, back aboard and dream
And ride the big white car from Baltimore
Back to Snow Hill, upon the shore.

---

1. A big white bun, shaped like a car with a green door - bun
2. A shoe, with a big, snowy hill on the toe and the Washington Monument (from Baltimore) in the heel - shoe
3. Sunlight brightly streaming through the branches of a big tree - tree
4. A man with sunglasses looking through an open door at the glare of sunlight reflected off a car hood - door
5. People sitting by a parked car on a beehive eating ice cream while the sun goes down behind it - hive
6. People stepping on a pile of sticks on their way back into the car - sticks
7. People sleeping by the pearly gates of heaven - heaven
8. The big white car going through a gate - gate
9. The Washington Monument (in Baltimore) and the snowy hill perched on a clothesline - line
10. a hen standing on the seashore - hen

SKILL:

Scheduling and Task Analysis

LESSON:

Planning, scheduling and executing a research project in science (S-21).

CONTENT:

Science

INSTRUCTIONAL MATERIALS:

Guide to Managing Your Time and student science projects

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 20 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 2 weeks
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Tell the students that since the science fair is coming up in six weeks (or   ) we will start planning our projects.

PREDISPOSITION:

Ask students for some general suggestions for the project. Discuss basic qualifications of the projects. How do you go about preparing a long term project? Get class suggestions. After brainstorming tell students about the "Guide to Managing Your Time."

DIRECT TEACHING:

1. Distribute "Guide To Managing Your Time" and discuss it carefully with students. It can be modified to suit their needs.

2. Using a calendar grid, set time limits for each stage of preparation and a date for completion.

3. Students will use the "Guide" and follow through step by step in preparing their project.

4. Teacher should check periodically to see if students are completing each stage according to their calendar.

PRACTICE:

Try using the "Guide" for other long term projects such as research papers, book reports, etc.

HABIT ESTABLISHMENT AND MODIFICATION:

Continue to use some type of planning schedule to better organize your life. So much time for study, so much for T.V., hobbies, etc.

SUGGESTED GUIDE TO MANAGING YOUR TIME

I. Planning Stage

Task Analysis

1. How is the assignment made? (Take down exact words of teacher.)
2. Make sure you understand the assignment completely.
3. What specific steps are needed to complete the assignment?
   a. Is my topic satisfactory?
   b. Can I find sufficient information on the subject?
   c. Do I have a clear understanding of my subject?

Scheduling - Draw up a schedule for the time period that covers your project.

1. How long do you have to prepare your project?
2. How long do you estimate your project will take to complete?
3. Where will the work be done? at home, at school, in the library?
4. When will you do your work? before school, after school, weekends?
5. Consider your work habits and make them work for you. Know your limitations and don't expect too much at one time.
6. Make a work schedule and stick to it.
7. Proceed to execution.

Execution - Some things to try:

1. Convince yourself that you want to get the work done.
2. Bribe yourself to get the work done.
3. Plan to do the jobs you hate first, if possible.
4. Count 1-2-3, then PLUNGE IN. (Don't cheat.) The trick to finishing is to start.
5. Start. Do the work. Finish. Be done with it, on time, and have a clear conscience.

SKILL:

Scheduling and Task Analysis

LESSON:

Planning a Cross Country Trip (S-22).

CONTENT:

Social Studies

INSTRUCTIONAL MATERIALS:

Chalkboard, paper and pencils

POSSIBLE PACING:

- AWARENESS: 10 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: several class periods
- PRACTICE: several class periods
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Discuss trips students have taken. What good and bad things happened? What problems arose?

PREDISPOSITION:

How were problems solved? What made a particular trip good or bad? Here is a way to plan a successful trip.

DIRECT TEACHING:

1. Brainstorm with the class. List the most important considerations on the board.
2. Some examples might be: Time, mode of traveling, number of people involved, food and accommodations, purpose of trip.
3. Set up committees for each major category.
4. Select a chairperson and recorder for each group.
5. Have each group meet and set up tentative plans.
6. Meet again with all groups and hear committee reports.
7. After discussion of plans go back into groups to refine plans.

PRACTICE:

Using the same format, have students plan another hypothetical trip or project. Give students practice in planning and group work.

HABIT ESTABLISHMENT AND MODIFICATION:

Encourage students to use planning techniques for all long term assignments.

SKILL:

Using a Textbook

LESSON:

Using silent rate flexibility in content areas (T 25).

CONTENT:

Mathematics

POSSIBLE PACING:

- AWARENESS: 5 minutes
- PREDISPOSITION: 5 minutes
- DIRECT TEACHING: 20 minutes
- PRACTICE: 15 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Give students a sample word problem on a transparency. Show the problem for 2 minutes. Ask students to solve the problem. Discuss with students the methods they used to solve problems.

PREDISPOSITION:

Tell students you will give them one system for solving word problems.

DIRECT TEACHING:

1. Explain to students that the reading found in mathematics is more densely packed with information than other types of reading. Emphasize that every word is critical to meaning. Mathematics is also written at a high level of abstraction. Therefore your reading rate must be advised. See accompanying transparency for illustration. (Put directions to teacher here.)

2. Pass out ditto on General Approach to Word Problems. (Teacher could also make transparency out of ditto). Discuss steps thoroughly with the students.

3. Go back to the sample word problem and go through the steps to set up the problem with the students.

PRACTICE:

1. Give the students another word problem and have them use the system to set up the problem independently.

2. Check to see if students are able to use the system independently at this point.

3. Assign homework problems to be set up using the system. They need not be solved.

HABIT ESTABLISHMENT AND MODIFICATION:

1. Make sure students file the system in their permanent notebook.

2. Make a wall chart of steps to display in the room.

3. Give a quiz on the system.

4. Require students to use the system in solving word problems throughout the year.

Ditto or Transparency

GENERAL APPROACH TO WORD PROBLEMS

Step 1: Read through the problem quickly. Try to obtain a general grasp of the problem situation and visualize the problem as a whole. Don't be concerned with the actual names, numerals, or values.

Step 2: Examine the problem again. Try to understand exactly what you are asked to find. This may be stated as a question or command. Although it often comes at the end of the problem, it may appear anywhere in the problem.

Step 3: Read the problem again to note what information is given. At this point you are looking for exact numbers and values.

Step 4: Analyze the problem carefully to note the relationship of information given to what you are asked to find (steps 2 and 3). Note information which seems to be missing. Also surplus information.

Step 5: Translate the relationships to mathematical terms. The end result will be one or more mathematical sentences or equations.

Step 6: Perform the necessary computation.

Step 7: Examine the solution carefully. Label your answer to correspond to what the problem asks you to find. Check to see if your answer seems sensible.

SKILL:

Using a Textbook

LESSON:

Reading quickly for main ideas, reading slower for details (T 26).

CONTENT:

Mathematics, Science

INSTRUCTIONAL MATERIALS:

Mathematics and science text

POSSIBLE PACING:

- AWARENESS: 15 minutes
- PREDISPOSITION: 10 minutes
- DIRECT TEACHING: 30 minutes
- PRACTICE: 20 minutes
- HABIT ESTABLISHMENT AND MODIFICATION: throughout the year

AWARENESS:

Assign a 1-2 page selection of introductory material to a chapter. Give students 15 minutes to read and study material. Give a short quiz including details to see how well students have read. Discuss reading techniques used by students.

PREDISPOSITION:

Tell students that they will be shown one method for reading mathematics material that will help you sort out main ideas and details.

DIRECT TEACHING:

1. Give students the following suggestions:

    a. Read through the assignment at their normal speed. Don't be afraid you'll miss something. You may go back.
    b. Reread the material at a very slow speed and this time with a paper and pencil for notetaking (use three-column system). Remind students to look for concepts, definitions, solutions. Also include any questions you need answered.
    c. Maintain a glossary of vocabulary necessary to mathematics.

2. Have students reread the same assignment using the above steps.

3. Retest the students after using the suggestions.

PRACTICE:

Give students the remainder of the introductory material to read using the suggestions. Give them a quiz to see how effective the suggestions are.

HABIT ESTABLISHMENT AND MODIFICATION:

Have students copy suggestions in their permanent notebooks. A wall chart could be displayed to remind students of the suggestion. Require students to use suggestions for other assignments.

APPENDIX A: STUDY SKILLS ACTIVITY SEQUENCE

NOTETAKING ACTIVITIES

GRADE	
K	. Learning the idea that writing things down helps you to remember. SC . Learning that if you think and plan, school can be great fun. SS . Taking home notes for parents to sign and returning notes to school. SS
1	. Learning to take paper work home for parents to sign and return. SS . Learning about the subject areas which will be taught during the school years and identifying important words to remember and write down. SC . Learning about writing things down in order to remember them. M
2	. Copying a short homework assignment from the board. M . Writing a short homework assignment from dictation. M . Taking home file card notes to study, perform, and return. SS
3	. Learning to use topic headings and details. SS . Taking brief notes from talks. SC . Summarizing lectures and days' events. E . Keeping assignment notebook. M . Naming categories of content information/facts. E, SC
4	. Filling in a partially complete set of notes from a lecture. SS . Using a notebook to build vocabulary. E, SC . Writing class summaries in notebook. E . Keeping a notebook in one content area. M . Taking own notes from a brief lecture. E . Learning concept of one-word notes. SS
5	. Making up titles for collections of ideas. SC . Using one-word notes. SS . Taking running notes in lectures and extracting key words on left. SC . Studying for a test from notes. M, SS . Comparing notes with test. SS

M = Math
SS = Social Studies
SC = Science
E = English/Language Arts

GRADE	
6	. Learning three-column format for notes developed from one-word-note procedure. SS, SC . Taking and having notes checked from lectures, reading, and experiences. SC . Mastering the use of key words. SS, SC . Writing a summary page for a single lesson or a day's lesson: key words, summary(ies), new words. SC
7-8	. Taking notes in three-column format and predicting test questions from the key words and summary. SC . Learning how to organize essay questions based upon summary and notes. SC . Taking notes in three-column format and predicting test questions from the key words and summary. SS . Learning how to organize essay questions based upon summary and notes. SS
9	. Being introduced to notetaking in high school. M . Practicing with three-column notetaking system at least thirteen weeks. SS
10	. Requiring notetaking in three-column format in at least two content areas. SC . Predicting tests from notes in at least two content areas. SC . Learning or reviewing three-column notetaking format. SC
11	. Fulfilling requirement of notetaking with variation according to student goals. SS . Discussing variations in notetaking and assessing success. SS . Learning or reviewing three-column notetaking format. SC
12	. Fulfilling requirement of notetaking for first six weeks; then modifying procedure to meet own needs. SC

STUDY SKILLS ACTIVITY SEQUENCE

LISTENING--AUDING ACTIVITIES

GRADE	
K	. Learning why listening is important. . Playing listening games. E . Listening to hear specific sounds. E . Listening and responding to simple directions. M, E, SC . Listening to stories for enjoyment. E
1	. Listening to stories to satisfy specific purposes. E . Listening to directions and following them over a period of time. M, E, SC
2	. Listening to and repeating verse. E . Listening to and reporting what others say. E, SC
3	. Learning simple listening strategies. E, SC . Analyzing own listening strengths and needs. E
4	. Listening to poetry. E . Listening to music. E . Listening to oral/dramatic reading. E . Listening to a discussion. E
5	. Learning "Ten Commandments of Good Listening." M, E . Keeping a listening analysis sheet. E, SC
6	. Continuing to refine Grade Five skills. E . Reducing distractibility by listening through noise. SC . Listening to identify nuances in speech. SS
7.	. Listening for signal words in a lecture. SC . Using "listening guides" with lectures and media presentation. SC, SS . Using a listening analysis sheet with a lecture. SC, SS
8	. Listening to oral interpretation for later critical reaction. M . Listening to nature. SC . Listening to arguments for or against a position. SS
9	. Listening to speeches/reports. SC . Listening to longer discourses. SC . Listening to narratives. E . Listening for bias, clarity and specificity in speech. SC

GRADE

10 . Listening to music and exercising imagination. SS
. Listening for bias, clarity, and specificity in speech. SC

11 . Learning the art of rational discussion. M
. Learning the art of reporting. SC

12 . Learning the art of irrational persuasion and effective counter-argument. SS

STUDY SKILLS ACTIVITY SEQUENCE

MEMORY ACTIVITIES

GRADE	
K	. Learning that it is important to remember where things are kept. SC . Recalling what came next in a nursery rhyme. E . Recalling events in a narrative. SS, E
1	. Recalling a simple series of instructions. M, SC . Imagining and drawing scenes from descriptions. SS, E . Remembering to perform simple and limited homework assignments. M . Recalling elements of a problem. M
2	. Recalling lists of words after drawing pictures of them. SC . Remembering to perform more involved homework assignments. M . Developing recognition memory for pictures. SS, E
3	. Turning simple ideas and concepts into pictures. SC . Recalling narrative events in proper sequence. SS, E . Memorizing a short lyric poem. SS, E . Learning a simple chained imagery memory strategy. M
4	. Reading content textbooks; recalling pictures and bold-faced titles. M, SC . Recalling a six-item set of directions through the use of imagery. SC . Learning a phonetically-based memory system for numbers. M
5	. Using the pegword memory system to recall vocabulary words. SC . Recalling vocabulary words through the use of chained imagery. SC . Turning content chapters into imagery. SS, E
6	. Using the pegword memory system to recall directions. SC . Recalling textbook chapters by focusing on pictures and format. SS . Using the locus system to recall content terminology. M, SC
7	. Using the pegword memory system to recall concepts from a content text. SC . Drawing pictures of concepts from a verbal description. SC . Using a narrative-based memory strategy to recall formulas. SS, E, M

GRADE	
8	. Extending the use of the pegword memory system in content texts to a unit or more. SC . Using the pegword memory system to recall an essay. SS, E . Using extended imagery to recall a body of content. SC
9	. Using the pegword memory system to recall a homework assignment. SC . Memorizing a poem a month. SS, E
10	. Using the pegword memory system to recall a homework assignment. SC, M . Using the locus system to recall a speech. SS

STUDY SKILLS ACTIVITY SEQUENCE

SCHEDULING AND TASK ANALYSIS ACTIVITIES

GRADE	
K	. Learning that routines/schedules are important. SS . Learning the schedule for the day's activities. M, SC
1	. Learning that each day/week/month has a particular order and parts. SS . Learning the yearly calendar. SS . Learning that people set calendars and that they need to control their time. SS . Helping to schedule the day's events with teacher guidance. M, SC
2	. Helping to schedule the day's events with fuller participation. SC . Helping to schedule the week's events. M, SC . Planning to follow a two-week schedule. SC
3	. Planning a two-week project and completing it with teacher guidance. SC . Planning the reading of a book and scheduling it on a bookmark calendar. SS
4	. Planning the reading of a chapter. SS . Planning the class calendar for the year. SC, SS
5	. Planning an experiment. SC . Planning a project involving research and construction. SC
6	. Learning to analyze a junior high/middle school level assignment. SC . Planning a hypothetical week's work of junior high/middle school study, given a hypothetical list of assignments and due dates. SC
7	. Planning and keeping track of the execution of a three-week project. M, SC . Planning an actual week's work at the junior high/middle school level. SC
8	. Planning a hypothetical trip, experiment, or report. SC
9	. Planning, scheduling, and executing a research project. SC . Planning a cross-country trip. SS

GRADE

10 . Planning a field trip. SC
. Planning the writing of a major essay. SC

11 . Planning a month in advance for job and school. SC
. Planning, scheduling, and executing a research paper. M

12 . Planning a year's budget and making work plans. SS

USING TEXTBOOK ACTIVITIES

GRADE	
K	. Obtaining simple information from books. SC
1	. Learning that print is an important source of information. SS . Using a Table of Contents. M, SC . Learning bock parts. SS
2	. Learning about the different types of information available in various books. M . Learning that school will have a specific number of subjects, each with its own method of imparting information. SC
3	. Learning to skim for facts. M . Learning about different reading rates. M, SS . Learning chapter parts and their use. SC
4	. Learning the differences and similarities in content texts. SC, M . Learning to quickly survey a chapter. SC . Learning to take reading notes. M, SC . Learning to use Math Q4R (Question, Read, Reflect, Recheck, Review). M
5	. Learning to turn headings into questions to be answered after having read the section. SC, SS . Learning to interpret pictures, charts, and graphs. M, SC, SS
6	. Learning and using a simple readability formula. SS . Using the index to learn new vocabulary. M . Learning SQ3R (Survey, Question, Read, Recite, Review) in content texts. SC
7	. Reviewing SQ3R (Survey, Question, Read, Recite, Review). SC . Using skimming to extract report information. SS, SC . Learning to survey a chapter in math. M
8	. Focusing on adjusting rate to suit purpose. SS . Learning to recall information contained in headings, graphs, and other format characteristics. SC, M . Continuing the use of SQ3R (Survey, Question, Read, Recite, Review). SC, M

GRADE	
9	. Increasing silent rate flexibility in content texts. M . Reading quickly for main ideas; re-reading slowly for details. M, SC
10	. Summarizing textual content from memory. SC
11	. Reacting critically to textual content. SS
12	. Re-writing textual content for peers and for readers at lower levels. SC . Using multiple texts critically. SS

APPENDIX B

Twenty Study Skills questions (developed by Comprehensive Reading Program for in-service).

1. The major areas of study skills instruction emphasized in the county curriculum are:

    a. using the index, using the card catalogue, organizing information, locating main ideas.
    b. following directions, locating information, comprehending nonfiction, improving handwriting, and test taking.
    c. notetaking, memory, listening, auding, scheduling and task analysis, and using a textbook.
    d. skimming and scanning, separating main ideas from details, building good homework habits, and proofreading.

2. The five essential steps in a good basic study skills lesson are:

    a. awareness of habit status, predisposition, direct teaching, practice, habit establishment and modification.
    b. motivation, purpose setting, practice, discussion, and reinforcement.
    c. preparation, awareness, teaching, drill, and evaluation.
    d. assessment of need, preparation of materials, pre-teaching vocabulary, teaching the skill, extension through practice.

3. The four major outcomes of effective instruction in study skills are:

    a. judgment, persistence, skill, and success.
    b. academic success, improved self-image, greater self-discipline, increased confidence.
    c. improved test scores, love of scholarship, critical thinking, greater speed of learning.
    d. knowledge, attitudes, habits and skills.

4. The county study skills curriculum has been integrated into:

    a. the counseling program.
    b. English, Social Studies, Mathematics, Science.
    c. Physical Education, Career Education, Art and Home Economics.
    d. the county's Project Basic effort.

5. It is intended that study skills be taught in:

    a. grades 10-12.
    b. grades 7-12.
    c. the grades prior to those in which the C.A.T. and M.F.R.T. are given.
    d. all grades, K-12

6. How has the county provided information regarding study skills to its instructional staff?

   a. through in-service offerings at the cluster level.
   b. through written curriculum materials and in-service training courses.
   c. through in-school in-service conducted by administrative and supervisory personnel
   d. a only
   e. b and c

7. What is the effect of effective study skills instruction on the curriculum?

   a. increases the rate at which students learn, thus facilitating instruction.
   b. slows the learning of the curriculum while skills are practical and acquired.
   c. replaces normal instruction where implemented, but pays off later.
   d. no effect on the curriculum.

8. What are some of the methods currently available for helping students learn how to conduct intensive study in their textbooks?

   a. skimming and scanning, surveying.
   b. outlining, reviewing, writing a mock test.
   c. SQ3R, SQ4R, PQ4R, OK4R, PQRST.
   d. Reading Dynamics.

9. Who needs to have direct involvement in the implementation of the emphasis on study skills?

   a. students and teachers.
   b. students, teachers, and reading teachers.
   c. students, teachers, reading teachers, and principals.
   d. students, teachers, parents, reading teachers, principals, and administrative and supervisory staff.

10. Which of the following is untrue?

   a. the "one-shot learning fallacy" has caused much previous work in teaching study skills to have been ineffective.
   b. students in general acquire new study skills eagerly, easily and well.
   c. many specific skills and suggested activities will only be helpful to certain students -- none fits all learners.
   d. teaching study skills nearly always requires the teacher to deal with already acquired, often laborious habit/skills.

11. Study skills curriculum guidance prepared by the Comprehensive Reading Program was developed by:

    a. classroom teachers and supervisory personnel.
    b. classroom teacher, reading teachers, content specialists, and counselors.
    c. area based reading specialists and principals.
    d. all of the above.

12. In the County Scope and Sequence, study skills appear under which heading:

    a. Readiness.
    b. Comprehension.
    c. Functional Reading.
    d. Survival Reading.

13. The ideal study skills program is characterized by:

    a. the use of many supplementary materials.
    b. continuity, consistency and structure.
    c. standardized testing at regular intervals.
    d. creative adaptation of commercial techniques.

14. The best materials available for use in teaching study skills are:

    a. available from the Reading Resource Room at Palmer Park.
    b. available from the Warehouse in Bladensburg.
    c. commercially prepared.
    d. close at hand in every school.

15. The degree to which students have successfully acquired study skills is best assessed by:

    a. the Group Diagnostic Inventory.
    b. the Gilbert Study Habits Inventory.
    c. informal assessment of work and discussion with students.
    d. success in school and improvement in the desire to learn.

16. The best preparation a teacher can make for giving study skills instruction to students is:

    a. to read the curriculum guidance material thoroughly.
    b. to preview many different pieces of commercially prepared material.
    c. to attend workshops on study skills and to become proficient in the skills before teaching them.
    d. to invite an expert to give an in class demonstration.

17. The reaction of parents to the idea of teaching study skills is, in general,

    a. highly enthusiastic.
    b. opposition.
    c. indifferent.
    d. mild interest.

18. An excellent way to learn about the whole range of study skills is to:

    a. read Walter Pauk's book, How to Study in College, Boston, Houghton-Mifflin Book Company, 1974.
    b. ask students of many ages what they do when they study.
    c. consult an elementary or secondary teaching methods text.
    d. attend a course or workshop on study skills.

19. The acquisition of study skills

    a. is easy and natural.
    b. is usually complete by the end of grade eight.
    c. is usually facilitated in college by a one-credit course.
    d. is a lifelong task, often accompanied by feelings of frustrations.

20. The largest impediment to students' acquisition of an adequate and appropriate repertoire of study skills is:

    a. their negative reaction to learning a way of working that is itself more work at first.
    b. the fact that no one presently teaches students "have to learn."
    c. parent and Board of Education opposition to the schools' meddling with personal habits.
    d. teachers' belief that "we already do it" leads to an un-systematic, un-coordinated instructional experience that does not receive follow up practice or reinforcement.

1. c
2. a
3. d
4. b
5. d
6. e
7. a
8. c
9. d
10. b
11. d
12. c
13. b
14. d
15. c
16. c
17. a
18. b
19. d
20. d

APPENDIX C: THE POWER OF KNOWLEDGE

Let's do something constructive about education. Let's stop concentrating on brick and mortar, skyrocketing budgets, Federal grants. The costs soar but the SAT's sag. Let's concentrate on the finished product of education--the student. Let's get back to the thirst, the hunger, the gratification, the ecstasy of learning that drove young Abe to walk miles to borrow books and devour them in the flickering light of fireside. What a great day for this country if every student in America signed this pledge (and it won't add one penny to your taxes).

I PLEDGE:

1. I now realize that the greatest power in the world is the power of knowledge.

2. I want to be smart. Dumb, misinformed people go through life missing so many rewards that could be theirs.

3. I will learn my basic skills and be an expert in them.

4. I will read books on the subjects that interest me most. But I will also read books and articles on other subjects to broaden my awareness of what is happening in the world around me.

5. I will discuss at dinner time what I have learned or questioned at school today.

6. I will study the ideas and dreams of our history to see how they can help me today.

7. I will set aside some time each day to think about my future, to discuss it with people I respect and to work on accumulating the knowledge that can guarantee that future.

8. I pledge this to those who love me and are trying to help me succeed. More important, I pledge it to myself.

Student signature ______________________________

Teacher (I'll help you) __________________________

Parent/Guardian (endorsed with great love) ______________

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APPENDIX D

READING AND STUDY SKILLS LAB
UNIVERSITY OF MARYLAND

COMMON KEY WORDS USED IN ESSAY QUESTIONS

Compare	When you are asked to compare, you should examine qualities, or characteristics, in order to discover resemblances. The term compare is usually stated as compare with, and it implies that you are to emphasize similarities, although differences may be mentioned.
Contrast	When you are instructed to contrast, you should stress dissimilarities, differences, or unlikeness of associated things, qualities, events or problems.
Criticize	In a criticism you should express your judgment with respect to the correctness or merit of the factors under consideration. You are expected to give the results of your own analysis and to discuss both limitations and good points.
Define	Definitions call for concise, clear, authoritative meanings. In such statements, details are seldom required, but boundaries or limitations of the definition should be briefly cited. You must keep in mind the class to which the item to be defined belongs, and whatever differentiates it from all other classes.
Diagram	In a question which specifies a diagram, you should present a drawing, chart, plan, or other graphic representation in your answer. Generally the student is also expected to label the diagram and in some cases to add a brief explanation or description of it.
Discuss	The term discuss, which appears often in essay questions, directs you to examine, analyze carefully, and present considerations pro and con regarding the problems or items involved. This type of question calls for a complete and detailed answer.
Enumerate	The word enumerate specifies a list or outline form of reply. In such questions you should recount, one by one, in concise form, the points required.

Evaluate	In an evaluation question you are expected to present a careful appraisal, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal apprisal.
Explain	In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the "how" and "why," reconcile any differences in opinion or experimental results, and, where possible, state causes. The aim is to make plain the conditions which give rise to whatever you are examining.
Illustrate	A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a figure, diagram, or concrete example.
Interpret	An interpretation question is similar to one requiring explanation. You are expected to translate, exemplify, solve or comment upon the subject and usually to give your judgment or reaction to the problem.
Justify	When you are instructed to justify your answer, you must prove, or show grounds for decisions. In such an answer, evidence should be presented in convincing form.
List	Listing is similar to enumeration. You are expected in such questions to present an itemized series or a tabulation. Such answers should always be concise.
Outline	An outline answer is organized description. You should give main points and essential supplementary materials, omit minor details, and present the information in a systematic arrangement or classification.
Prove	A question which requires proof is one which demands confirmation or verification. In such discussions you should establish something with certainty, by evaluating and citing experimental evidence, or by logical reasoning, with sufficient example.
Relate	In a question which asks you to show the relationship or to relate your answer should emphasize connections and associations, usually in descriptive form.
Review	A review usually specifies a critical examination. You should analyze and comment briefly, in organized sequence, upon the major points of the problem. Sometimes, however, a review question simply asks for a list.

State	In questions which direct you to specify, give, state, or present, you are called upon to express the high points in brief statements.
Summarize	When you are asked to summarize or present a summary, you should give in condensed form the main points or facts. All details, illustration, and elaboration are to be omitted.
Trace	When a question asks you to trace a course of events, you are to give a description of progress, historical sequence, or development from the point of origin. Such questions may call for probing or for deductions.

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